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ABSTRACT

This document uses extensive tables, graphs, and narrative to report on the status of Kentucky higher education, and was undertaken to establish a broad-based system for evaluating and rewarding success. The seven goals of the strategic plan adopted by the Council on Higher Education (CHE) addressed: (1) quality programs, (2) an educated citizenry, (3) equal opportunities, (4) economic development, (5) quality of life, (6) coordination, and (7) advocacy. Data are provided on the satisfaction of graduate degree alumni, employers, and non-student clients as well as the success of education reform efforts, research and public service efforts, remedial efforts, and students who take licensure exams. This report also provides information on the number of programs accredited, broken down by type of degree; number of students enrolled; number of community college transfers; number of graduates; number of degrees awarded; number of student credit hours generated; number of hours faculty spend on instruction, research, and service; number of rooms used and stations occupied; number of additional students accommodated to meet course demand; and number of credits and semesters required to earn a degree. Accountability goals for 1997 are identified divided into uniform goals and institutional targets. An appendix provides the text of the relevant state legislation. (CK)

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ED 398 820

Kentucky Higher Education System

1995

Annual Accountability Report Series of Kentucky Higher Education

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This report is one of a series of accountability reports on all Kentucky public universities and community colleges. The entire series was developed through the cooperative efforts of the Kentucky Accountability Committee, a panel composed of designated staff from the institutions and the Council on Higher Education (CHE). Wherever possible, standard data definitions were used to collect data from centralized sources or, if necessary, to assemble information reported directly from the institutions. The series includes this overall report produced by the CHE on Kentucky's public higher education system, a report on each of the public universities and community colleges, and the community college system.

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Kentucky Higher Education System

CHE

KENTUCKY COUNCIL
ON HIGHER EDUCATION

1995

Accountability Report Series of Kentucky Higher Education

A series of publications of the Council on Higher Education, Frankfort, Kentucky, in cooperation with the public universities and community colleges in compliance with KRS 164.095

December 1995

Executive Director's Message

The higher education community is pleased to share this third annual higher education system accountability report with you. The report is an accounting of how well Kentucky's community colleges and universities are carrying out their duties, as measured by selected performance indicators. Please review the information carefully. We at the Council on Higher Education and on campuses around the state are interested in your comments and suggestions for improvement.

Taken collectively, the information reported casts higher education generally in a favorable light. Kentucky's public colleges and universities are serving over 150,000 students across the state. You will find, for example, that a growing number of these students are older adults. Responding to the special needs of nontraditional students presents a significant challenge for colleges and universities.

I ask that you keep certain points in mind as you review this information. This series of accountability reports is only one part of a growing performance and accountability system in Kentucky higher education. The Council recently adopted a new performance funding system and a strategic plan that are committed to performance measurement. Together, these initiatives establish a broad-based system for evaluating and rewarding success. The Council is dedicated to strengthening this evolving performance and accountability system.

As you review the following material, pay special attention to what is new. An employer satisfaction section has been added in which focus group impressions are reported. Also, the results of the graduate degree alumni survey are reported for the first time. Information for other groups will be highlighted in future reports.

Special thanks are extended to the Kentucky Accountability Committee (listed below) for joining together in this effort. My personal thanks go to Joanne Lang, Roger Sugarman, Lucinda Spangler, Phyllis Bailey, and Patrick Kelly of the Council staff for guiding the accountability process, including completion of this report.

I conclude by pointing out that students pay in excess of $300 million in tuition and taxpayers pay over $680 million to the Kentucky public higher education system. Our goal is to meet the Commonwealth's higher education needs. This is your report. Let us know what you find useful and what needs improvement.

Gary S. Cox

Kentucky Accountability Committee

James Clark, Eastern Kentucky University; Homer Allen, Kentucky State University; Judy Rogers, Morehead State University; Fugen Muscio, Murray State University; Robert Appleson, Northern Kentucky University; Joan McCauley, University of Kentucky; Larry Mehlbauer, University of Louisville; Ann Mead, Western Kentucky University; and Joanne Lang, Council on Higher Education.

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1995 Highlights

Citizens of the Commonwealth have a sizeable investment in their higher education system—

- Kentuckians commit over $680 million annually in tax revenues to support the operations of the public colleges and universities.
- Over 150,000 students enrolled in public institutions of higher learning pay $300 million in tuition each year.
- Colleges and universities are personnel-intensive operations employing statewide over 6,400 faculty and 16,000 staff in support of 1,154 academic degree programs.

— and have good reason to expect responsible stewardship of this enterprise.

The higher education community understands this concern and is committed to being accountable for the wise use of its resources because, in the final analysis, every taxpayer, parent, and student must judge whether Kentucky is receiving a good return on its investment.

Accountability Mandate. The 1992 General Assembly passed legislation, now codified as KRS 164.095, which mandated the implementation of a higher education accountability process. The legislation called for "a systematic ongoing evaluation of quality and effectiveness in Kentucky public institutions of higher education." The law also required "the adoption of systemwide and individual performance goals with standards identified through a collaborative effort involving the higher education institutions and the Council on Higher Education."

Report Series. The Kentucky Accountability Committee (KAC), composed of university and Council staffs, was created to oversee the reporting of data on the indicators specified in the legislation. The *Baseline Accountability Report Series of Kentucky Higher Education* was published in November 1993. The reports were designed to be useful, easy-to-read status reports for state policy-makers, the general public and consumers of higher education.

1997 Goals. The Council approved performance goals after baseline data on the performance indicators had been collected. This approach resulted in reasonable and appropriate goals for each institution. In 1997, each institution's status on each indicator will be compared to its baseline performance to ascertain success in meeting its goal. An underlying principle of the Kentucky accountability plan is that each institution is to be measured against itself and not against other institutions in the system. This principle recognizes that institutions differ in their missions and in the student populations whom they serve.

Accountability Questions. The *Accountability Report Series of Kentucky Higher Education* is designed to inform educators, policy makers and concerned citizens by responding to the following questions:

- **How Satisfied . . .**
  - are students?
  - are alumni?
  - are employers?
  - are parents?
  - are clients (other than students)?
- **How Successful . . .**
  - are education reform efforts?
  - are research and public service efforts?
  - are remedial efforts?
  - are students who take licensure exams?

1995 Highlights

- **How Many . . .**
  - programs are accredited?
  - students are enrolled?
  - students persist and graduate?
  - students are community college transfers?
  - degrees are awarded?
  - students credit hours are generated?
  - hours do faculty work?
  - hours do faculty spend instructing students?
  - classes are taught by full-time faculty?
  - rooms are used and stations occupied?
  - course sections are added to meet students are accommodated to meet course demand?
  - credits and semesters does it take to earn a degree?

1995 Highlights

Institutional and system reports provide specific responses to the questions mentioned above. Results of selected indicators from the 1995 reports are summarized below.

How Satisfied are Employers? Horizon Research International, an independent market research firm head-quartered in Louisville, Kentucky, conducted a series of eight focus groups with employers who hire alumni from the state's public colleges and universities. According to Horizon's findings, the themes that emerged from this research were strikingly similar across regions and business segments. Participants said that "downsizing," restructuring, and new technology have changed employers' expectations of the college graduates they hire. Business and industry need graduates who possesses an equal balance of: a strong foundation in the basics of a discipline; the ability to apply the discipline in the real world; and "people skills" — the ability to communicate up and down throughout the company and with the public in a productive, fast-paced, team-oriented workplace.

The Need for Graduates with "People Skills." The most salient and consistently perceived shortcoming was with what respondents referenced as "people skills." This dimension consisted of a cornucopia of attributes that most respondents wanted in a viable higher education graduate for their employment needs. The attributes and skills they listed in that regard were as follows:

- Adaptability
- Application of knowledge
- Analytical skills
- Comprehension of complex issues
- Communication skills (oral/written)
- Computer literacy (up-to-date)
- Creativity
- Dealing with diversity
- Decision-making skills
- Flexibility
- Leadership skills
- Listening skills
- Mathematics - the basics
- Problem-solving skills
- Reading and listening comprehension
- Self-confidence
- Self-motivation
- Teamwork skills
- Work ethic

In summary, these respondents suggested the "people skills" had to be addressed to better meet the needs of business and industry. • Higher education needed to hear, see, and listen to the needs of business and industry. • It must strive to meet needs and be accountable at every level — administration and faculty — for the way in which students are educated and prepared for the real world.

Strengths and Weaknesses of Public Higher Education. Many respondents praised Kentucky's public higher education for the following: making college available to most, if not all, who desire advanced learning; offering a broad range of degree programs; offering adult learning courses and degree programs to meet the needs of working adults; and teaching the technical and theoretical aspects of a broad range of disciplines in an effective manner. On the other hand, participants also felt that Kentucky's public institutions had lost touch with the full needs of today's business and industry. They said institutions fell short in teaching graduates how to apply various theories in the work place and how to use the newest technological advances adopted by business and industry. Finally, higher education needed to do a better job of guiding students toward career paths that were in demand. Respondents admitted, however, that these deficiencies and shortcomings were not unique to Kentucky, but applied to higher education near and far.

How Satisfied are Graduate Alumni? A total of 2,423 graduate alumni were surveyed by the seven participating universities. The response rates, based upon the percentage of deliverable surveys that were completed and returned, ranged from 33.5 percent to 48.5 percent. The institutional reports list a margin of error at the 95 percent confidence level for each scaled item on the graduate alumni survey.

Overall and Instructional Graduate Experiences. • The percentage of "good" to "excellent" ratings for overall educational experiences at the graduate level ranged from 81.4 percent to 92.6 percent. The percentage of alumni who rated instruction as either "good" or "excellent" ranged from 86.8 percent to 95.0 percent. • The percentage of university alumni with "good" to "excellent" evaluations of the curriculum in providing job skills and knowledge ranged from 64.3 percent to 87.7 percent. • The percentage of alumni who were either "satisfied" or "very satisfied" with the availability of faculty ranged from 88.1 percent to 97.5 percent.

Quality of Preparation to Conduct Research or Conduct Analysis and Assessment in One's Professional Work. • Three institutions asked alumni to rate how well the institution prepared them to conduct research, with 69.4 percent to 79.3 percent of graduate alumni rating this item as either "good" or "excellent." • Five institutions surveyed their graduate alumni on how well the institution prepared them to conduct analysis and assessment in their professional work. The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 72.6 percent to 83.4 percent.

Adequacy of Computing Resources and Library Holdings. • The percentage of graduates who were "satisfied" or "very satisfied" with the availability of computing resources ranged from 74.4 percent to 79.4 percent, relatively low ratings compared to other questions. • Ratings of "satisfied" to "very satisfied" with the library holdings varied from 73.5 percent to 85.9 percent.

Enrollment in Advanced Education and Work Status. • Current enrollment at a college or university ranged from 6.7 percent to 23.5 percent. • Part- or full-time employment ranged from 90.2 percent to 96.3 percent. • The percentage of students who indicated that their current position was either "somewhat related" to "directly related" to their graduate education ranged from 84.8 percent to 94.2 percent.

1995 Highlights

How Successful Were Remedial Efforts? Systemwide, a total of 18,046 students were enrolled in remedial math courses, while 4,432 students were enrolled in remedial English courses in fall 1992. The community colleges enrolled the majority (61.4 percent) of students who took remedial math while the universities enrolled the majority (55.7 percent) of students who took remedial English. Data on students taking remedial math are of particular concern. • Six out of ten university students and less than half of the community college students enrolled in remedial math passed their courses with a "C" or better. • Less than half of the university students and nearly six out of ten community college students who successfully completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period; and • Of those students who went on to take an entry-level math course, six out of ten university students and two-thirds of the community college students successfully completed their courses with a "C" or better.

How Successful Are Students Who Take Licensure Exams? The Kentucky Accountability Committee focused on licensure exam results in five professions. Listed below are the systemwide pass rates for 1993/94 graduates who were first-time test-takers. • Law (Kentucky Bar Exam) - 88 percent. • Teaching (NTE) - 91 percent. • Dentistry (Part II National Dental Board) - 99 percent. • Medicine - (Part II USMLE) - 100 percent. • Nursing (NCLEX) - Associate - 92 percent; Bachelor's - 92 percent.

How Many Students Graduated and Persisted? Persistence rates reflect the percentage of full-time degree-seeking freshmen who either graduated, transferred to another state-supported institution, or were still enrolled at their original institution at the end of a designated tracking period. At the universities, baccalaureate students were tracked for six years and associate degree students were tracked for three years. Students attending community colleges also were tracked for three years.

University Sector. The 1988 baccalaureate cohort earned a persistence rate of 64.5 percent. Graduates constituted the majority of the baccalaureate persisters. The graduation rate for this cohort was 37.5 percent. The persistence rate for the 1989 associate degree-seeking cohort at the universities was 52.1 percent. Students who were still enrolled comprised the majority of associate degree persisters. The graduation rate for these university students was 8.1 percent.

Community College Sector. The persistence rate for the 1989 associate degree cohort was 52.6 percent. The graduation rate for associate degree students was 16.3 percent. Students who were "undecided" about which degree to pursue earned a persistence rate of 50.0 percent. Transfer students accounted for the majority of the persisters within both the "undecided" and associate degree cohorts. The graduation rate for "undecided" students was 9.3 percent.

For more information contact: Council on Higher Education; 1024 Capital Center Drive; Suite 320; Frankfort, Kentucky 40601; Phone: 502/573-1555; Fax: 502/573-1535; Internet Address: CHE%CHE@MSMAIL.STATE.KY.US

Ordering Additional Reports. An order form for requesting copies of individual university and community college reports or additional copies of the system report is provided at the end of this publication.

Missions and Goals

The Council on Higher Education (CHE) is responsible for presenting to the Governor comprehensive plans for higher education which meet the needs of the Commonwealth (KRS 164.020(2)). The CHE responded to this obligation by establishing the 1985, 1991 and 1996 systemwide strategic plans. *The Strategic Plan for Kentucky Higher Education 1996-2000* differs from the previous two plans in that it sets forth selected desired results. In addition, selected desired results have been established to help demonstrate the success of the policies.

Two ongoing activities will have an impact on plan implementation. A major aspect of the planning process is the development of a performance funding model. The current schedule calls for funding decisions to be linked with the goals and objectives of the strategic plan beginning with the 1996/98 biennium. In addition plans were developed in 1982 and 1990 to desegregate higher education and to ensure equal opportunities for all Kentuckians. *The Kentucky Plan for Equal Opportunities in Higher Education* is scheduled for revision under the new strategic plan.

Institutional Missions. An initial step in the current planning process was the adoption of new mission statements. Refined mission statements were adopted by the CHE in July 1994. The statements include specific components on: geographic region, admission standards, degree levels, strategic directions/program priorities, enhancement of instruction, public service and research functions, collaborative ventures, and efficiency and effectiveness. These missions were a driving force in the development of the 1996 strategic plan.

Vision Statement. In developing the 1996-2000 strategic plan, the CHE worked closely with the public universities to establish the following vision statement:

> *We, the Kentucky higher education community, share a vision for the 21st century that unites us as advocates for the betterment of Kentuckians. We strongly believe in a coordinated higher education system that is recognized for relevant, high-quality programs that are responsive to Kentucky's long-term needs. We must consistently communicate higher education's value in meeting these needs. We are committed to:*
>
> - *developing an educated citizenry that values lifelong learning,*
> - *providing equal opportunities for all Kentuckians,*
> - *promoting state and local economic development,*
> - *contributing to the Commonwealth's global competitiveness, and*
> - *enhancing the quality of life for the people of Kentucky.*

System Goals and Objectives. The current strategic plan adopted by the CHE for 1996-2000 targets seven major goals and related objectives. These goals and objectives will provide the framework for the performance funding measures. A summary of the goals and objectives follow on the next page.

Missions and Goals

- **Quality Programs.** Provide high quality programs for students and other clientele that respond to the changing needs of the state and to the expectations that higher education will strive for nationally recognized achievements consistent with institutional missions.
  - Evaluate educational outcomes.
  - Provide a global perspective.
  - Revise program review/approval.
  - Recruit/retain outstanding faculty/staff.

- **Educated Citizenry.** Develop an educated citizenry prepared to meet the lifelong learning challenges of the 21st century.
  - Improve attainment through access.
  - Support K-12 education.
  - Prepare students for success.
  - Increase use of technology.

- **Equal Opportunities.** Enhance efforts to provide equal opportunities in higher education to better serve Kentucky's varied citizenry.
  - Commit to equal opportunities.

- **Economic Development.** Play a key role in the development of Kentucky's sustainable economy and global competitiveness.
  - Develop an educated workforce.
  - Assist Kentucky companies.
  - Focus research.
  - Develop technological advancements.

- **Quality of Life.** Contribute to the quality of life for all Kentuckians.
  - Conduct research, public service and public policy.
  - Provide cultural activities.

- **Coordination.** Enhance coordination among state-supported institutions as well as with other education, government, business, and community sectors.
  - Improve collaborative efforts.

- **Advocacy.** Promote higher education's value in meeting the needs of Kentucky.
  - Build public support.
  - Demonstrate effectiveness.
  - Seek long-term resources.

Selected Desired Results. Achieving the objectives would result in selected benefits such as those identified as desired results in the plan. Achievement of the selected results would help demonstrate success or progress. These selected results are based, in part, on the accountability program. Other results may accrue from achieving the objectives based on individual institutional missions, planning efforts and priorities.

SYSTEM PROFILE

Kentucky Council on Higher Education

Chairman: James M. Miller ***Executive Director: Gary S. Cox***

STUDENTS	FALL 1994 (n)	(%)
Total Headcount	**153,199**	
Undergraduates	132,413	86.4
Females	77,622	58.6
Males	54,791	41.4
Residents	117,637	88.8
Non-Residents	14,776	11.2
White	118,437	89.4
Black incl. African American*	9,643	7.3
Other incl. Internat'l Students	4,333	3.3
Full-time	87,548	66.1
Part-time	44,865	33.9
Under 25	86,285	65.2
25 and Older	46,128	34.8
Living in Student Housing	22,674	14.8
First-time Freshmen	22,440	16.9
Graduate Students**	16,896	11.0
Females	10,458	61.9
Males	6,438	38.1
White	14,519	85.9
Black incl. African American*	644	3.8
Other incl. Internat'l Students	1,733	10.3
First Professional Students***	3,890	2.5
Females	1,491	38.3
Males	2,399	61.7
White	3,098	79.6
Black incl. African American*	143	3.7
Other incl. Internat'l Students	649	16.7
Total Full-Time Equivalent	**107,179**	

PERSONNEL	FALL 1994 (n)	(%)
Total Full-Time Faculty and Staff +	**22,711**	
Faculty	6,431	28.3
Executive/Administrative/Managerial	1,156	5.1
Professional Non-Faculty	5,318	23.4
Secretarial/Clerical	4,683	20.6
Technical/Paraprofessional	1,584	7.0
Skilled Craft	692	3.0
Service/Maintenance	2,847	12.5
Full-Time Faculty	6,431	28.3
Females	2,279	35.4
Males	4,152	64.6
White	5,771	89.7
Black incl. African American*	298	4.6
Other	362	5.6
Full-Time Staff	16,280	71.7
Females	10,466	64.3
Males	5,814	35.7
White	13,887	85.3
Black incl. African American*	2,126	13.1
Other	267	1.6

DEGREE PROGRAMS AS OF JANUARY 1, 1995

Certificate	10
Associate	205
Bachelor's	541
Master's/Specialist's	311
Doctoral	79
First-Professional	8

BUDGETED 1994/95 REVENUE BY SOURCE ++

Tuition and Fees	$306.1 million
Federal Grants/Contracts/Appropriations	194.4 million
State Appropriations	683.9 million
Other Agency Funds +++	303.4 million
Auxiliary Enterprises/Hospitals	329.1 million

* Student data for "Black including African American" include only U.S. citizens, while Faculty and Staff data on "Black including African American" include personnel regardless of citizenship.

** Includes master's, specialist's, doctoral (including joint doctoral programs at regional universities), and post-doctoral students.

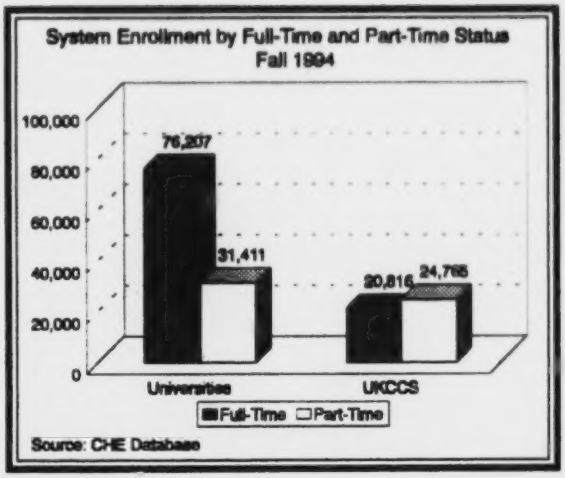
*** Includes house staff.

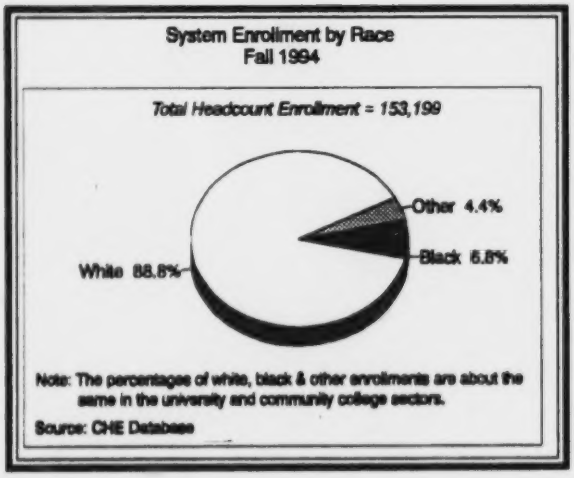
\+ Faculty and staff data are taken from the Council on Higher Education's Higher Education Staff Information Survey and are not limited to instructional faculty.

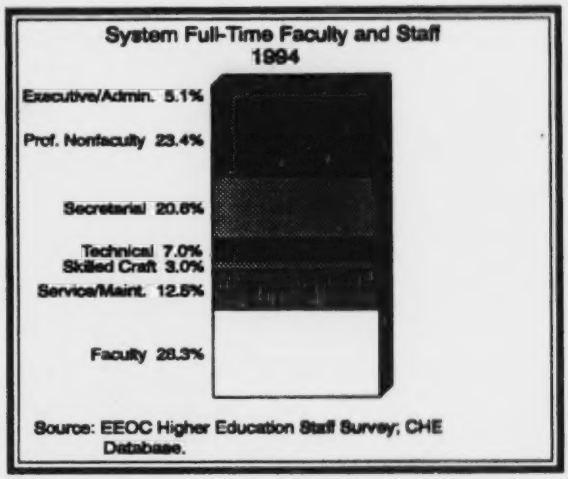
++ Rounded to nearest $100,000.

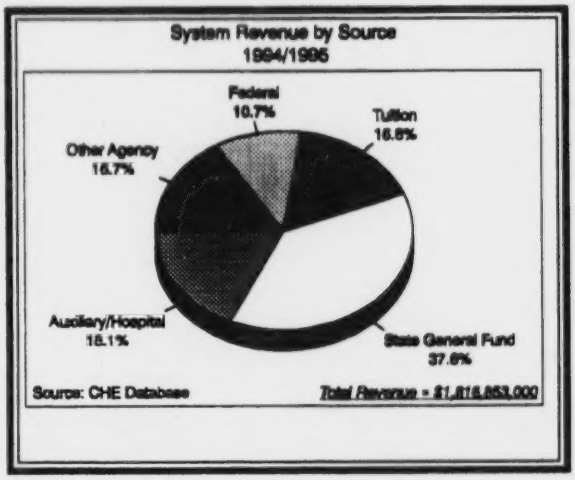
+++ Includes local appropriations, private gifts/grants, endowment income, and investment income.

System Profile




System Enrollment by Race
Fall 1994
Total Headcount Enrollment = 153,199
Other 4.4%
Black 6.8%
White 88.8%
Note: The percentages of white, black & other enrollments are about the same in the university and community college sectors.
Source: CHE Database





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SOURCES: Institutions; CHE Database

Ongoing Assessment Activities

Accountability Reporting and Data Collections. This 1995 report marks the third year of the accountability reporting series. It will be possible to conduct more in-depth analyses of accountability information as multiple years of data become available. The *Kentucky Higher Education Accountability Report Series* represents an extensive collaborative effort among the Council on Higher Education, the eight public universities, and the fourteen community colleges. This cooperation is accomplished through the Kentucky Accountability Committee (KAC), composed of representatives from each university and the Council.

The Council is sponsoring an external review of the accountability reports. The reviewers will focus on improving the presentation of future reporting to make it more useful for a wider audience. The results of this review will be considered in the production of future accountability reports beginning in 1996. These accountability efforts represent a significant addition to the Council's long-standing accountability initiatives described below.

The Council collects, analyzes, and reports on a variety of information to a broad audience. A chief source of institutional data is the Council's data base. Annual updates to the comprehensive data base are derived from submissions of semester-level data from the institutions to the Council. On-site audits are employed to ensure that data are reported in accordance with the Council's reporting guidelines. These guidelines have been developed and are reviewed each biennium in close cooperation between the Council and the institutions.

Reports to External Agencies. Accountability needs are met, in part, through data collected by the Council for various external agencies such as: The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS); Research Associates of Washington, publishers of the report on higher education funding commonly referred to as the "Halstead Report"; the Southern Regional Education Board (SREB) Data Exchange among 15 southern states; and the Illinois State University Center for Higher Education, publishers of the "Grapevine."

Types of Assessment Efforts. The Council's program review process provides academic program information on a scheduled basis. The review of existing programs has been temporarily suspended since October 1993. Program review and approval processes will be revised during the 1996-98 biennium in the context of the 1996-2000 Strategic Plan goals, institutional missions, and the impact of technology. For example, the Plan calls for the evaluation of students' educational outcomes, an important source of information for future program reviews.

The Council's Committee on Equal Opportunities reports outcomes which meet the Council's quantifiable objectives related to enrollment and employment of African Americans. In addition to the comprehensive data base, institutional self-assessments are used to track progress in meeting systemwide equal opportunity goals. The Kentucky Equal Opportunities Plan is scheduled to be updated in 1996.

The Council prepares periodic progress reports on several precollege programs which it sponsors and on various other areas related to the systemwide strategic plan. Research reports are published on a variety of subjects of special interest.

Ongoing Assessment Activities

System-Level Uses of Assessments. Systemwide data from the Council's comprehensive data base are used extensively in updating the systemwide strategic plan, in the academic program approval and review processes, and in fiscal policy development. The annual *Information Digest*, first published in 1985, provides a rolling ten-year profile of key facts about students, programs, and finances. The comprehensive data base is used to respond to numerous special requests for information about Kentucky higher education. This *Accountability Report Series* is an excellent example of how the information in the comprehensive data base is being put to new uses. Accountability results will be used in monitoring the implementation of the systemwide strategic plan.

Institutional Uses of Assessments. Institutions are making extensive use of the assessment findings. Sample benefits from using these results include:

- Program improvements based on program reviews and assessments of institutional effectiveness, measured in terms of student learning outcomes in the major fields of study and general education courses and levels of students' satisfaction with instruction;

- Improvements in student support services such as advising, registration, student health services, student life programming resulting from assessments/ surveys of institutional effectiveness;

- Student progress monitored through studies of populations such as students and alumni at all levels, withdrawing students, provisionally admitted students, transfers, teacher education graduates, new freshmen, minority students, commuter students, international students, etc.;

- Public service improvements and updates in response to satisfaction ratings of higher education clientele, other than students, determined by surveys of employers, businesses, schools, and other users of higher education services;

- Support for institutional and program accreditations;

- The integration of assessment results in institutional strategic planning processes and fund allocation decisions based on operational and strategic plans which have been informed by accountability and assessment results; and

- Faculty reviews informed, in part, by students' teacher and course evaluations and by peer reviews and faculty load/productivity analyses used in scheduling, budgeting, and planning.

Plans for the Future. Growing interest in strategic planning and in the use of performance funding techniques have major implications for future accountability efforts. To enhance the overall quality of the system, Kentucky's higher education community will examine fully the nuances of the accountability data and the trends that emerge over time. Now that several years of accountability data are available, more attention will be given to identifying the policy implications of these trends. The Council will continue to work with the institutions to enhance the accountability system as established in KRS 164.095 in ways that will effectively guide the planning efforts of Kentucky higher education into the next century.

How Satisfied Are . . .

KRS 164.095 requires the higher education community to assess institutional quality by conducting follow-up surveys of alumni. Undergraduate alumni were surveyed last year by universities and community colleges to obtain their evaluations of instruction and their preparation for jobs and further education. Earlier this year alumni from graduate degree programs were mailed questionnaires asking them to rate several dimensions of program quality and to evaluate key educational resources. As noted in the goals section of this report, "uniform targets" were established for selected items in the evaluation of the program quality section of this survey. Institutional reports provide additional information.

A total of 2,423 graduate alumni were surveyed by the seven participating universities. The response rates, based upon the percentage of deliverable surveys that were completed and returned, ranged from 33.5 percent to 48.5 percent. The institutional reports list a margin of error at the 95 percent confidence level for each scaled item on the questionnaire.

Highlights from 1994/95 Institutional Surveys of Graduate Degree Alumni

Evaluation of Program Quality

Quality of Instruction in the Program. Graduate alumni were positive in their assessment of the quality of instruction. • The percentage of alumni who rated instruction as either "good" or "excellent" ranged from 86.8 percent to 95.0 percent.

Quality of Curriculum in Providing Job Skills and Knowledge. Graduate alumni ratings varied considerably from institution to institution on this item. • The percentage of university alumni with good-to-excellent evaluations ranged from 64.3 percent to 87.7 percent.

Quality of Preparation to Conduct Research or Conduct Analysis and Assessment in One's Professional Work. Institutions had the option of surveying their graduate alumni about their training in research or their preparation to conduct analysis and assessment in their professional work. Only three institutions asked alumni to rate the quality of their preparation to conduct research. • The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 69.4 percent to 79.3 percent.

Five institutions surveyed their graduate alumni about their preparation to conduct analysis and assessment in their professional work. • The percentage of graduate alumni who rated this item as either "good" or "excellent" ranged from 72.6 percent to 83.4 percent.

Overall Graduate Experiences. Evaluations of one's overall graduate experiences were fairly positive and showed a moderate amount of variability across institutions. • The percentage of "good to excellent" ratings ranged from 81.4 percent to 92.6 percent.

Evaluation of Key Educational Resources

Availability of Computing Resources. Compared to other questions, graduates gave relatively low ratings to the availabilty of computing resources on campus.

Graduate Degree Alumni?

- The percentage of graduates who were "satisfied" or "very satisfied" ranged from 74.4 percent to 79.4 percent.

Adequacy of Library Holdings. Graduate alumni were fairly satisfied with the library holdings at their institutions. • "Satisfied" to "Very Satisfied" ratings varied from 73.5 percent to 85.9 percent.

Opportunities to Interact with Faculty. In general, respondents indicated that they were satisfied with the availability of faculty on campus. • The percentage of alumni who were either "satisfied" or "very satisfied" ranged from 88.1 percent to 97.5 percent.

Educational and Employment Status of Graduate Degree Alumni

Enrollment in Advanced Education and Work Status. The percentage of graduate alumni who reported being enrolled in a college or university varied greatly from institution to institution. Part- and full-time employment rates were fairly consistent across campuses. • Current enrollment at a college or university ranged from 6.7 percent to 23.5 percent. • Part- or full-time employment ranged from 90.2 percent to 96.3 percent.

Employment in Major Field. The great majority of graduate alumni indicated that they are currently working in a position related to their graduate education. • The percent of students who indicated that their current position was either "somewhat related" or "directly related" to their graduate education ranged from 84.8 percent to 94.2 percent. • The most common reason for not holding a position in one's chosen field was an inability to find a position related to one's graduate education.

Survey and Reporting Methodologies

A number of methodological guidelines were established that defined the alumni populations to be surveyed, set the minimum number of respondents for each institution, and established a minimum response rate for the surveys. A number of items were devised to add to existing institutional surveys using common wording and format across institutions. One institution, however, conducted its survey using an early draft of uniformly worded questions which differed significantly from the questions used by the other six institutions. Kentucky State University was not required to conduct a graduate alumni survey since it offers only one graduate program.

Universities adopted one of the following strategies in selecting a survey sample: (1) take a census of graduate alumni who were either one or two years out; or (2) draw a representative sample from a pool of graduate alumni who were one to two years out. Consequently, alumni samples varied somewhat across institutions in their average length of time since graduation. The choice of strategies offered institutions some flexibility in conducting the surveys. However, the different sampling approaches limited the ability to compile institutional ratings into a set of "average" systemwide results. It is reasonable to assume that alumni recollect their college experiences differently as their length of time in the workforce grows. Thus, using a simple weighting procedure to average the evaluations across samples was not a legitimate option. As a result, this report describes the range of the responses for a given item.

SOURCE: Institutions

◆ Graduate Degree Alumni Surveys ◆

How Satisfied Are . . .

Chapter 164.095 of the Kentucky Revised Statutes requires the higher education community to establish a systematic ongoing evaluation of quality and effectiveness in Kentucky's public colleges and universities. The legislation specifically mandates the assessment of institutional quality through follow-up surveys of employers.

To meet this requirement, the Kentucky Accountability Committee (KAC), a panel of designated staff from the institutions and the Council on Higher Education, decided to convene a series of focus groups with employers who hire alumni from the state's public colleges and universities.

The overall research objectives are as follows:

- To obtain preliminary information on employers' satisfaction with Kentucky's public college and university alumni's work skills, knowledge, and attitudes for use in this year's accountability reports.
- To provide information to guide the design of future mail-out surveys or focus groups that will generate worthwhile feedback for employers and the higher education community alike.

To meet the research objectives, eight focus groups were held between October 19 and 26, 1995.

- Each focus group was held in a different region of the Commonwealth.
- Each of the universities was responsible for recruiting representatives from a cross-section of businesses and industry in its region.
- The group discussions were held in an off-campus neutral meeting facility such as an area hotel conference room.

Horizon Research International, an independent market research firm head-quartered in Louisville, Kentucky, was retained to develop the discussion guide, moderate the focus groups, and prepare a summary report of the findings at the statewide level. In all, 61 business professionals participated in the focus groups. They represented a cross-section of industry segments including health care, manufacturing, Kentucky government, public education (primary and secondary), transportation, insurance, agriculture, utilities, and mining.

The themes that emerged from this qualitative research were strikingly similar across regions and business segments. The following narrative provides an overview of the salient findings. This study was designed to be qualitative in nature. Such research can yield insights into respondents' perceptions and attitudes. It is a suggestive source for the development process. However, as with all qualitative research, it is appropriate to exercise caution when applying the findings to the larger environment or projecting them to the total population.

Business And Industry And Its Needs Today. These respondents felt that business and industry was the customer of higher education. To a great extent, it was the graduates of today and tomorrow that would be major contributors to the vitality and success of their businesses in the future, they said.

- The world of business and industry has changed in the past five years or so, they said.
- "Downsizing," restructuring, and new technology have changed the way in which business and industry operates.
- As a result, the skills, abilities, and traits that they needed and looked for in higher education graduates have also changed, they suggested.

In the past, the primary focus of need was a graduate that possessed a strong foundation in the rudiments and theories of a particular discipline. Not so today, they said. Now, business and industry needs a graduate who possesses an equal balance of:

- A strong foundation in the basics of the graduate's chosen discipline.
- The ability to apply the discipline in the real world.
- "People skills" — the ability to communicate up and down throughout the company and with the public, and work with adaptability, flexibility, and creativity in a fast-paced team-oriented environment.

The people skills were far more important than ever before, employers said. In fact, many respondents said they favored and would hire a graduate with strong people skills over one with only high grades and honors that was not prepared to apply this knowledge, communicate, and work in a productive, fast-paced, team-oriented workplace.

In short, book knowledge was no longer enough, they said. They needed graduates that were well-rounded individuals with a strong work ethic and who were prepared to take on multiple tasks and responsibilities and interface with a diverse population inside and outside the company. That was true for the lawyer, teacher, health care professional, architect, accountant, engineer, business/marketing major, and the like. There was no difference in what was needed for technical, management, and professional positions.

Meeting The Needs Of Business And Industry. These respondents felt that Kentucky's public universities and community colleges had lost touch with the full needs of business and industry today.

- Higher education — administrators and faculty — needed to step out of the classroom and into the "trenches" of business and industry to see and experience the real world today, they said.
- Talking, interacting, and listening to business and industry would bring a stronger and keener sense of reality to their thinking so that curriculum and student training could be shaped and molded to fit their needs, suggested many respondents.

At present, most respondents said that Kentucky's public universities and community colleges had become stagnant in the way in which they were preparing graduates for the real world today. They were doing an average job at preparing students to meet the needs of business and industry, suggested most respondents.

The overall thinking praised Kentucky's public higher education for the following activities:

- Making higher education available to most, if not all, who desired advanced learning;
- Offering a diverse and broad range of disciplines and degree programs;
- Extending outreach programs and classwork opportunities in rural areas throughout the Commonwealth; and
- Offering adult learning courses and degree programs to meet the needs of working adults and the non-traditional students.

The basic technical aspects and theories were being well-taught for the broad range of degree disciplines in Kentucky's public universities and community colleges, said most, if not all respondents.

- Graduates were said to have strong foundations in the theories of their chosen disciplines — the bookwork phase of learning.

- HOWEVER -

- Institutions fell short in teaching graduates how to apply the theories.

The tone of this perception was exemplified and summed up by the following comment of a respondent: "They shove trees in your face while you're going through college. They never once tell you to start crafting your forest."

These respondents perceived many shortcomings and weaknesses in the way in which students were being prepared and educated for the needs of business and industry today. They talked about the following in that regard.

- Technology - Higher education was slow to respond to teaching new technological advances being used by business and industry.
- Counseling - Students needed to be better counseled and guided toward career paths that were in demand in today's world and toward those disciplines that were best matched to the person's innate abilities.
- Higher education also had to impart more realistic expectations for life in business today. That meant hard work, working with others in a team environment, strong work ethic, and starting at the bottom — not "instant gratification" with job positions, titles, and salaries.

The most salient and consistently perceived shortcoming was with what respondents referenced as "people skills." This dimension consisted of a cornucopia of attributes that most respondents wanted in a viable higher education graduate for their employment needs. The attributes and skills they listed in that regard were as follows.

- Adaptability
- Application of knowledge
- Analytical skills
- Comprehension of complex issues and ideas
- Communication skills
- Computer literacy (up-to-date)
- Creativity
- Dealing with diversity
- Decision-making skills
- Flexibility
- Leadership skills
- Listening skills
- Mathematics - the basics
- Problem-solving skills
- Reading and listening comprehension
- Self-confidence
- Self-motivation
- Teamwork skills
- Work ethic

In summary, these respondents suggested the "people skills" had to be addressed to better meet the needs of business and industry.

- Higher education needed to hear, see, and listen to the needs of business and industry.
- It must strive to meet needs and be accountable at every level — administration and faculty — for the way in which students are educated and prepared for the real world.

Respondents admitted their needs and desire for change were a "tall order." They also suggested that the deficiencies and shortcomings were not unique to Kentucky's public universities and community colleges. It applied to higher education near and far. Nonetheless, business and industry has changed and will continue to do so. Higher education needs to better understand and adapt a curriculum and way of teaching to meet the needs of its customer — business and industry.

Employer Survey (continued)

Training Programs. Respondents said training programs were a way of life for their companies.

- The number of training programs had changed in type and increased in number from years past.
- The employer programs focused on new and innovative ways of doing business, they said.
- That included such things as regulation and compliance issues, adoption of new technology, customer satisfaction methods, total quality management, updated computer skills, new related technology, and so forth.

Most respondents appeared to feel that Kentucky's public universities and community colleges would be hard put to help with most of their training needs. At present, the programs and topics were shaped and tailored to meet their unique needs at a given point in time.

On-campus Employee Recruitment. Most respondents said they routinely go to higher education campus "job fairs" for recruitment.

- The number of campuses and specific universities selected varied by need and type of position available.
- They selected universities based on: location, past successful experiences, and reputation for specialized degree programs for which they had need.

Kentucky's public higher education campuses were always part of their visitation schedule. By and large, they reported positive experiences.

Career Placement Services. The use of Kentucky's public higher education career placement services was not widespread. Many of those who reported experience were less than satisfied. They felt service was slow, inefficient, and the files were not always up-to-date with current and past graduates that might be job prospects. In all, they felt the career placement offices lacked sufficient funds and staff to provide meaningful and timely service.

Future Feedback. These respondents appeared to appreciate the opportunity to be heard and share their perceptions and needs.

- They felt that the opportunity should continue.
- Most wanted open dialogue and formal discussions much like these focus groups.
- Such a format, they said, was engaging and allowed them to discuss and elaborate on their opinions.

Whatever the venue for now and in the future, they hoped their thoughts would be taken seriously and with great interest — not just a passing gesture to meet legislative mandates.

Higher education and the business community need to talk and work together if both are to be on the cutting edge and succeed in this fast-paced, ever-changing world, they said. Otherwise, "the servant becomes the master," summarized a respondent.

* A note to the reader: The preceeding narrative was taken verbatim from the executive summary of "Perceptions of the Way Kentucky's Public Higher Education System Is Meeting the Needs of Business," a report prepared by Horizon Research International. Copies of the complete report can be obtained by request from the Council on Higher Education.

How Satisfied Are . . .

The research and public service indicator consists of three components. Research and development expenditures and listings of institutional research and public service programs are presented elsewhere in this report. An overview of client satisfaction surveys is provided below. As noted in the goals section of this report, the goal for this indicator targeted the research and development expenditures at the doctoral institutions. More information on this indicator is available in institutional reports.

Local communities often rely on colleges and universities in their geographic area for assistance and leadership–not only in academic subjects, but also in workforce training, basic education skills, personal enrichment and cultural events. Consequently, surveys of client satisfaction with these programs were included in the research and public service indicator.

1995 Highlights. Forty-eight programs were surveyed in 1994-95. A list of surveyed programs by institution appears on the following page. On the whole, survey results indicate that clients were satisfied with institutional research and public service activities.

Reporting Process. In the baseline reports, institutions provided a schedule and methodology they would use in reporting results of client surveys. Survey results first appeared in the 1994 institutional reports and will continue through 1997. In many cases, institutions already were surveying clients and customers on a routine basis and using the survey feedback to better meet the users' needs.

The Kentucky Accountability Committee determined that uniform survey questions and formats for reporting survey results were not feasible given the diversity in program services and clientele. At a minimum, by 1997 each institution is to have surveyed those programs receiving a separate appropriation in the Council's funding formula (i.e., mandated programs).

(Non-Student) Clients?

Programs Whose Clients Were Surveyed in 1994-95

Eastern Kentucky University
- Center for Economic Development
- South Central Small Business Development Center
- Training Resource Center
- Tri-County Job Enrichment Center

Kentucky State University
- Public Service Institute--Research Activities
- Family Financial Education
- National Center for Diversity
- Research Apprenticeship

Morehead State University
- Appalachian Graduate Consortium
- Small Business Development Center
- Child Development Associate Program
- Wilma Grote Symposium for the Advancement of Women
- MSUCorps
- Upward Bound
- Educational Opportunity Centers
- Retired Senior Volunteer Program
- Talent Search
- Training Resource Center

Murray State University
- Mid-America Remote Sensing Center
- Kentucky Council on Economic Education
- Psychology Center
- WKMS-FM Radio Station

Northern Kentucky University
- Kentucky Teacher Internship Program

University of Kentucky
- Agriculture Experiment Station
- Agriculture Cooperative Extension Service
- Japanese Saturday School
- Sanders-Brown Center on Aging

University of Louisville
- Area Health Education Center
- Information Technology Office
- State Data Center

Western Kentucky University
- Career Services Center
- Helm-Cravens University Libraries/Ky. Museum
- Kentucky Climate Center
- L. D. Brown Agricultural Exposition Center

University of Kentucky Community College System
- Continuing Education/Community Service Programs

SOURCE: Institutions

How Successful Are . . .

Client Satisfaction. All universities reported that service to local school districts, particularly with reference to implementing the goals and objectives of the Kentucky Education Reform Act (KERA), continued to be a high priority during 1994/95. Professional development activities for teachers and administrators was the major involvement, but increasing emphasis was placed on assisting districts with technology, high school restructuring, and planning, and on working cooperatively with district personnel in redesigning and implementing teacher training programs based on the New and Experienced Teacher Standards. Universities gave added attention to evaluation of the services they provide, and several institutions conducted follow-up assessments to judge long-term effects. Community colleges also were participants in the reform effort, reporting extensive involvement in Tech-Prep, Service Learning, and recruitment activities. In general, the level of client satisfaction appeared to be high.

Breadth of Research. All universities stated that faculty were extensively involved in research related to education reform, with most studies undertaken within the colleges/schools of education. Breadth of research varied among institutions, and two universities continued their collaborative institutes, the sole purpose of which was to study and conduct research pertaining to the progress and effects of the KERA's implementation.

Campus Involvement. All eight universities maintained specific centers/positions to coordinate reform activities, but involving faculty outside the colleges/schools of education continued to be a problem for some. Professional development focusing on a variety of reform issues was conducted for all faculties, and some institutions reported a greater level of campus-wide participation in research, curriculum development, assessment, technology, and high school restructuring. Several institutions also established centers of excellence specifically for faculty to upgrade their skills and knowledge. The admissions offices on at least two campuses continued experimenting with using portfolios in admissions and/or placement decisions, and all institutions reported major revamping of their teacher education programs based on the New and Experienced Teacher Standards, one aspect of which is an interdisciplinary approach to instruction.

Alignment with KERA Standards. The Council, its staff, and numerous representatives of the higher education community continued to work cooperatively with the Education Professional Standards Board (EPSB) to

develop performance standards and assessments for new and experienced teachers and administrators. Similarly, Council staff, the EPSB, and the National Council for Accreditation of Teacher Education collaboratively redesigned the accreditation standards for teacher preparation to ensure their alignment with the goals of education reform. These new, performance-based standards are being piloted in fall 1995 at one of the universities.

***SPOTLIGHT* Newsletter.** A major emphasis of Council staff during the past year was advertisement of and advocacy for higher education's efforts to prepare itself for students of the 21st century. To this end, the Council created and periodically published a newsletter, *SPOTLIGHT*, which highlighted specific reform-related activities initiated by the universities and community colleges.

Public Education Support Program. The Council's Public Education Support initiative included the following: establishing partnerships between colleges/universities and the public schools via the federal Eisenhower Math and Science Program; addressing the academic and social needs of at-risk high school students through the Destination Graduation, CampusServe, and KEYS to KERA projects; recruiting minority students via the Governor's Minority Student College Preparation Program; providing high school administrators and teachers with information on the collegiate performance of their recent graduates through the Kentucky High School Feedback Project in conjunction with ACT (American College Testing); and annual publication and distribution of Futures: A Guide to Life After High School, a deskbook for all high school guidance counselors.

Kentucky Tele-Linking Network (KTLN). The Council, all eight universities, and many of the community colleges worked cooperatively with the Kentucky Department of Education and approximately 30 school districts across the state to establish KTLN, a federally-funded Star Schools initiative intended to improve access to and quality of educational offerings via telecommunications. The network is now in operation, offering a variety of college-credit courses and professional development programs. Community use also is encouraged, and additional school districts will be connected to the network in 1995/96.

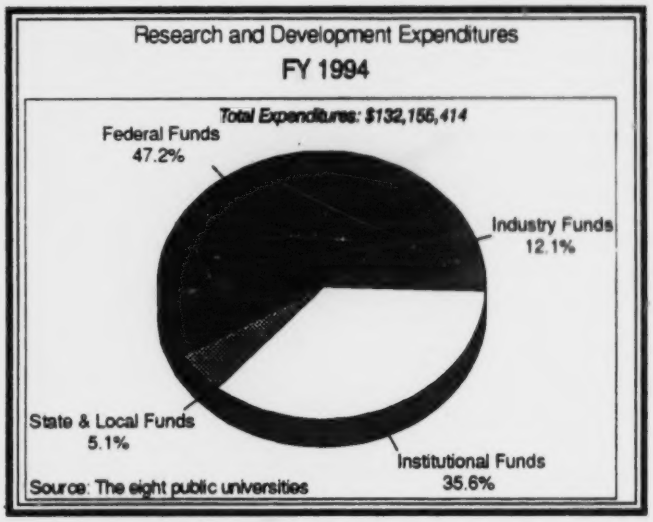
SOURCE: Institutions

How Successful Are . . .

The research and public service indicator consists of three components. Research and development expenditures and listings of institutional research and public service programs/activities are presented below. Client satisfaction surveys are included in the survey section. An institutional target goal related to research dollars awarded per faculty member was set for the doctoral institutions. All institutions have "evidence of" effective strategic planning goals for programs/activities. Additional information is available in institutional reports.

1995 Highlights. University research and development expenditures increased 3.0 percent from FY93 to FY94, with federal funds providing almost half of all expenditures in each fiscal year. Community colleges do not have a research mission.

The community college system reported a significant increase in public service expenditures from FY93 to FY94. Public service expenditures at the universities remained virtually unchanged over the same period.



Expenditures. Higher education's research activities are recognized as an essential component of the state's economic development and are critical to Kentucky's and the nation's efforts to compete in a global marketplace. R & D expenditures rose 3.0 percent from fiscal year 1993 ($128,341,612) to fiscal year 1994 ($132,155,414). The rate of inflation over this same period was 2.9 percent. While the regional universities are involved in research activities, the missions of the doctoral institutions more specifically address basic and applied research efforts.

The largest source of research funding continues to be the federal government. Federal funding increased from 45.5 percent of R & D funding in 1993 to 47.2 percent in 1994. Institutional funds have consistently been the second largest source of research funds, followed by industrial support and state/local funds.

Public service expenditures for the University of Kentucky Community College System increased 32.9 percent from FY93 ($6,234,210) to FY94 ($8,283,909). At the universities, expenditures increased 0.3 percent (from $136,540,694 to $136,994,680) over the same period.

SOURCES OF FUNDS	1993/94 (Dollars)
Federal Research & Development Expenditures	$62,268,792
State & Local Research & Development Expenditures	6,844,090
Industry Research & Development Expenditures	16,001,158
Institutional/Other Research & Development Expenditures	47,041,374
Total Research & Development Expenditures	**$132,155,414**
Total Educational & General Public Service Expenditures	**$145,278,589**

Research and Public Service Efforts?

Programs/Activities. A wide range of research and public service activities was offered through the state-supported institutions in the three categories defined below. Lists of specific activities/services are provided in the institutional reports. (The Council on Higher Education also publishes the *Profile of Research and Public Service Efforts in Kentucky Higher Education* on a biennial basis. This resource document provides more detail on the activities which are listed only by title in the institutional accountability reports.)

Funded Research. "Funded Research" projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities. This category includes programs and activities in which the unique resources, services, and expertise of higher education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas--including medical, law enforcement, environmental, and economic fields--is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.

Specialized Training and Basic Education. Activities which directly influence the educational development and skills training of persons employed in Kentucky business, industry, and government are contained in the "Specialized Training and Basic Education" category. The universities provide a number of activities in this category, especially in the area of public education support; however, the community colleges offer programs ranging from specific computer skills to effective management training to GED testing.

The Council, in conjunction with the institutions, sponsors a number of programs which address research and public service: coordination of the federal Eisenhower grants for math and science; coordination of the Governor's Minority Student College Preparation Program; and publication of *Futures: A Guide to Life After High School*, a resource manual distributed to all high school guidance counselors and others.

Most institutions participate in one or more statewide research and/or public service programs. The Kentucky Telelinking Network, involving the entire higher education system, is being implemented with grant money awarded to the state by the U.S. Department of Education. This network has greatly improved interactive telecommunication capabilities among the institutions and the public schools.

SOURCE: Institutions

How Successful Are . . .

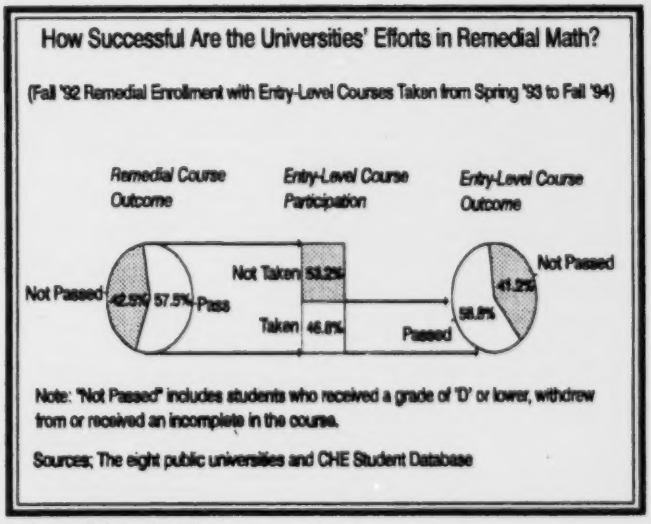
The remedial follow-up analysis examines both the number and percent of students enrolled in remedial English and math courses. It also identifies the number of students exiting these remedial courses and successfully completing entry-level courses in either of these disciplines or related ones. Students sometimes require remediation in other subjects, but the bulk of remedial work occurs in English and math. Therefore, the report focuses on these disciplines. As noted in the goals section of this report, institutional target goals were set for this indicator. Additional information is available in institutional reports.

Students enrolled in remedial English and math courses during the fall 1992 semester were tracked for four semesters (spring 1993 through fall 1994) to evaluate their success in completing entry-level courses. A student's success in remedial and entry-level courses was defined as earning a grade of "C" or better. Listed below are system highlights of the remedial follow-up analysis:

Overall Facts and Trends

Systemwide, a total of 18,046 students were enrolled in remedial math courses, while 4,432 students were enrolled in remedial English courses in fall 1992. As in past years, the community colleges enrolled the majority (61.4 percent) of students who took remedial math while the universities enrolled the majority (55.7 percent) of students who took remedial English. From 1991 to 1992:

- Despite a 2.2 percent decline in lower division enrollments, the number of university students taking remedial math courses increased 4.4 percent;
- The pass rates of university students who took remedial math declined 1.6 percentage points from 1991 to 1992 (1991 - 59.1 percent; 1992 - 57.5 percent);
- The number of university students taking remedial English dropped at a faster rate than the decline in lower division enrollments (-9.3 percent versus -2.2 percent);
- The pass rates of university students who took remedial English declined 0.6 of a percentage point from 1991 to 1992 (1991 - 74.8 percent; 1992 - 74.2 percent);
- The rise in the number of students taking remedial math at the community colleges outpaced the growth in community college enrollments (9.2 percent versus 6.1 percent);
- There was a statistically significant drop in the pass rates of community college students who took remedial math (1991–49.9 percent, 1992–47.7 percent); and


How Successful Are the Universities' Efforts in Remedial Math?
(Fall '92 Remedial Enrollment with Entry-Level Courses Taken from Spring '93 to Fall '94)
Remedial Course Outcome
Entry-Level Course Participation
Entry-Level Course Outcome
Not Passed
42.5%
57.5%
Pass
Not Taken
53.2%
Taken
46.8%
Passed
58.8%
41.2%
Not Passed
Note: "Not Passed" includes students who received a grade of 'D' or lower, withdrew from or received an incomplete in the course.
Sources: The eight public universities and CHE Student Database

Remedial Efforts?

University Remedial Follow-Up Analysis
(Fall 1992 Enrollment with Spring 1993 through Fall 1994 Follow-Up)

Course	Fall 1992 Remedial Enrollment		Remedial Course Outcome		Entry-Level Course Outcome		Did Not Take Entry-Level Course		Transferred to Another Institution
	(n)	(%)*	Pass (n)	Not Pass/Inc/ Withdr (n)	Pass (n)	Not Pass/Inc/ Withdr (n)	Still Enrolled (n)	No Longer Enrolled (n)	(n)
Remedial Math	6,960	7.7	4,003	2,957	1,100	772	939	954	238
Remedial English	2,468	2.7	1,832	636	1,090	405	31	236	70
TOTAL (Duplicated)	**9,428**		**5,835**	**3,593**	**2,190**	**1,177**	**970**	**1,190**	**308**

* Percent of students enrolled in remedial courses is based on total undergraduate enrollment; fall enrollment = 90,916.

- The number of community college students taking remedial English declined by 16.1 percent from the previous year.

1992 Results for Universities

University Sector Results

- Nearly six out of ten university students enrolled in remedial math passed their remedial courses with a "C" or higher grade;

- Less than half of the university students who successfully completed remedial math went on to take an entry-level math or math-related course during the subsequent four-semester tracking period;

- Of those university students who passed remedial math and went on to take an entry-level course, six out of ten successfully completed their courses with a "C" or higher grade – a pass rate slightly above that for all entry-level course takers (58.8 percent vs. 54.2 percent);

- Three-fourths of the students enrolled in remedial English passed their remedial courses with a "C" or higher grade;

- Eight out of ten university students who successfully completed remedial English went on to take an entry-level English or English-related course during the four-semester tracking period; and

- Of those university students who passed remedial English and went on to take an entry-level course, seven out of ten successfully completed their courses with a "C" or higher grade – a pass rate slightly below that for all entry-level takers (72.9 percent vs. 73.9 percent).

Institutional Results

- At one university, three out of ten lower-division students were enrolled in remedial math courses;

- At three universities, less than half of the students enrolled in remedial math passed their remedial courses with a "C" or higher grade;

- At one university, only about one out of ten students (13 percent) who completed remedial math went on to take an entry-level math or math-related course during the four-semester tracking period; and

- At two universities, of those students who passed remedial math and went on to take an entry-level math or math-related course, less than half successfully completed their courses with a "C" or higher grade. At another university, only half of such students successfully completed their entry-level math courses.

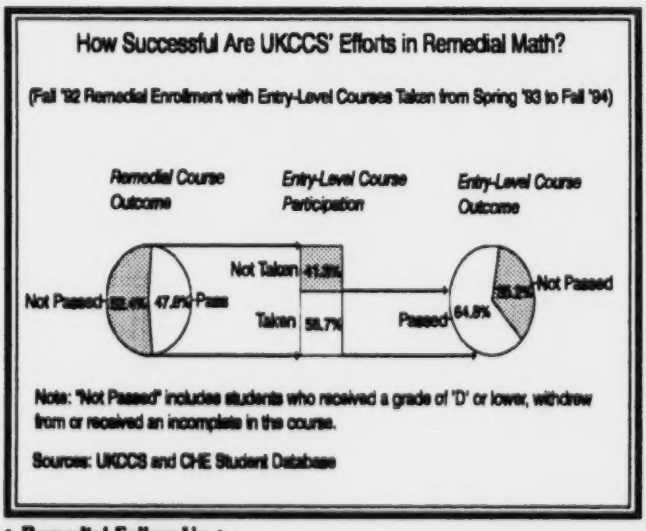
1992 Results for the University of Kentucky Community Colleges

Community College System Results

- Less than half of the community college students who took remedial math passed their remedial courses with a "C" or higher grade;

- Nearly six out of ten community college students who successfully completed remedial math went on to taken an entry-level math or math-related course during the four-semester tracking period;

- Of those community college students who passed remedial math and went on to take an entry-level course, two-thirds successfully completed their courses with a "C" or higher grade – a pass rate considerably above that for all entry-level course takers (64.8 percent vs. 52.0 percent);


How Successful Are UKCCS' Efforts in Remedial Math?
(Fall '92 Remedial Enrollment with Entry-Level Courses Taken from Spring '93 to Fall '94)
Remedial Course Outcome
Entry-Level Course Participation
Entry-Level Course Outcome
Not Passed
47.8% Pass
Not Taken 41.3%
Taken 58.7%
Passed 64.8%
Not Passed
Note: "Not Passed" includes students who received a grade of 'D' or lower, withdrew from or received an incomplete in the course.
Sources: UKCCS and CHE Student Database

- Two-thirds of the community college students who took remedial English passed their remedial courses with a "C" or higher grade;

- Eight out of ten community college students who successfully completed remedial English went on to take an entry-level English or English-related course during the four-semester tracking period; and

- Of those community college students who passed remedial English and went on to take an entry-level course, seven out of ten students successfully completed their courses with a "C" or higher grade – a pass rate slightly above that for all entry-level course takers (70.7 percent vs. 66.2 percent).

Community College System Remedial Follow-Up Analysis (Fall 1992 Enrollment with Spring 1993 through Fall 1994 Follow-Up)

Course	Fall 1992 Remedial Enrollment		Remedial Course Outcome		Entry-Level Course Outcome		Did Not Take Entry-Level Course		Transferred to Another Institution
	(n)	(%)*	Pass (n)	Not Pass/Inc/ Withdr (n)	Pass (n)	Not Pass/Inc/ Withdr (n)	Still Enrolled (n)	No Longer Enrolled (n)	(n)
Remedial Math									
degree-seeking	10,184	25.3	4,882	5,302	1,862	1,033	343	1,368	276
nondegree-seeking	902	11.5	400	502	147	56	30	136	31
Subtotal - Math	*11,086*	*23.1*	*5,282*	*5,804*	*2,009*	*1,089*	*373*	*1,504*	*307*
Remedial English									
degree-seeking	1,869	4.7	1,269	600	761	317	10	164	17
nondegree-seeking	95	1.2	49	46	27	9	1	11	1
Subtotal - English	*1,964*	*4.1*	*1,318*	*646*	*788*	*326*	*11*	*175*	*18*
TOTAL (Duplicated)	**13,050**		**6,600**	**6,450**	**2,797**	**1,415**	**384**	**1,679**	**325**

* Percent of community college degree-seeking students enrolled in remedial courses is based on total Community College System degree-seeking enrollments; 1992 degree-seeking enrollments = 40,190. Percentage of nondegree-seeking students enrolled in remedial courses is based on total Community College System nondegree-seeking enrollments; 1992 nondegree-seeking enrollments - 7,856.

Institutional Results

- At eight community colleges, less than half of the community college students who took remedial math passed their remedial courses with a "C" or higher grade;

- At one community college, less than half of the students who took remedial English passed their remedial courses with a "C" or higher grade; and

- At one community college, of those students who passed remedial English and went on to take an entry-level course, only half of the students successfully completed their courses with a "C" or higher grade.

SOURCES: Institutions; CHE Student Database

How Successful Are . . .

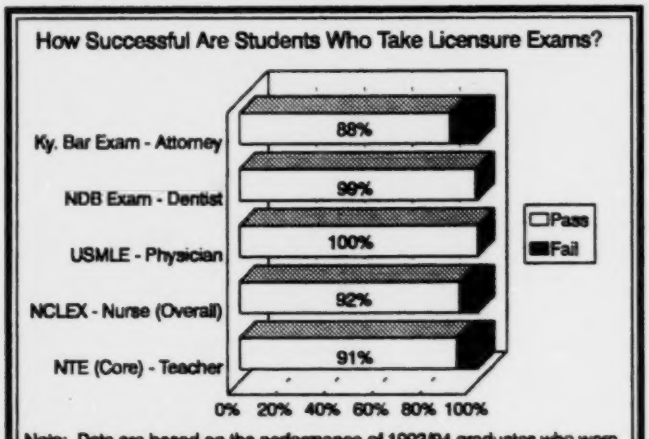
The accountability reporting focuses on licensure exam results in five professions: medicine, dentistry, law, nursing, and teaching. Other professions require practitioners to be licensed; however, these five disciplines were selected for reporting due to the public's interest in these professions. All licensure exam results are based on the performance of 1993/94 graduates who were first-time test-takers. One must exercise caution when using licensure exam pass rates to assess program effectiveness. The standards for passing one profession's licensure exam may be quite rigorous while the standards for another may be lenient. Therefore, a relatively high or low pass rate on a professional licensure exam does not necessarily imply that the training students receive is either effective or ineffective. Reviewing the pass rates over time for a given profession may be more instructive. As noted in the goals section of this report, uniform targets were established for this indicator. Institutional reports provide additional data.

Law. The systemwide results for the Kentucky Bar Exam reflect the test outcomes of 1993/94 graduates from Kentucky's three law schools. For the purposes of this report, a candidate is regarded as having passed the Bar Exam if he or she passes both the national multiple choice exam and the essay exam on Kentucky law on the first attempt.

- Pass rates for the Kentucky Bar Exam ranged from 73 to 95 percent.
- The systemwide pass rate was 88 percent, up 11 percentage points from last year.

It is not unusual, however, for scores on the Kentucky Bar Exam to vary considerably from one year to the next. One law school (Northern Kentucky University) traditionally has a number of its students take the Bar Exam in Ohio. Of the graduates who took the Bar Exam for the first time in Ohio, 96 percent passed, a 6 percentage-point increase from last year. (When the results of the Ohio Bar Exam are considered, the systemwide average for the state's three law schools rises to 88 percent.)

Dentistry. The systemwide average for 1993/94 graduates was 99 percent on Part II National Dental Board Examination, up 8 percentage points from last year's systemwide pass rate on this exam. Institutional pass rates ranged from 98 percent to 100 percent.



Note: Data are based on the performance of 1993/94 graduates who were first-time test-takers.
Source: Ky. Bd. of Nursing; Ky. Dept. of Education; NKU, UK, UofL.

Medicine. Kentucky's two medical schools reported results on the second component of the United States Medical Licensing Examination (USMLE). Senior medical students must pass this exam before they can graduate, a requirement which accounts for the 100 percent pass rates earned by graduates of Kentucky's medical schools.

Nursing. Three systemwide pass rates on the National Council Licensure Examination (NCLEX) are reported for Kentucky's nursing programs. The first two pass rates listed are from the associate programs offered at 13 community colleges and five universities. The third pass rate reflects the performance of graduates from the six baccalaureate programs offered at universities.

Students Who Take Licensure Exams?

RESULTS ON EXAMS TAKEN BY 1993/94 GRADUATES
(First-Time Test Takers)

Examination	Takers (n)	Pass Rate (%)
USMLE - Physician	219	100

The USMLE is a single testing program composed of three exams. The USMLE program recommends a minimum passing score for each exam, but states may establish different passing scores. The first exam is required for entering the third year. The second exam is required for graduation. The third exam is post-graduate and results are not reported to universities.

Examination	Takers (n)	Pass Rate (%)
Part II National Dental Board Exam	84	99

Part II of the National Dental Board is a capstone examination that is given after the majority of the dental curriculum is completed.

Examination	Takers (n)	Pass Rate (%)
Kentucky Bar Exam	321	88
Ohio Bar Exam	49	96

The Bar Exams in Kentucky and Ohio consist of a national multiple choice exam taken by candidates in every state and an essay exam on Kentucky and Ohio law, respectively. States have set different performance standards for passing the national exam.

Examination	Takers (n)	Pass Rate (%)
NCLEX Nursing		
Associate (UKCCS)	976	93
Associate (Univ.)	447	91
Baccalaureate (Univ.)	411	92

The NCLEX has a criterion-referenced passing point, and nursing candidates in every state must meet the same criterion in order to pass the exam. The Kentucky Administrative Regulations require that Kentucky prelicensure programs of nursing institute remedial action "if for one (1) fiscal year the graduates of a program of nursing achieve a pass-rate less than eighty-five (85) percent on the licensure examination..."

Examination	Takers (n)	Pass Rate (%)
NTE - Teachers (Core Battery)	1,884	91

The Core Battery is composed of tests on Communication Skills, General Knowledge, and Professional Knowledge. Results of the Specialty Area Tests were not considered in the pass rates calculated above. States have set different performance standards on the NTE for certification and program approval purposes.

- The pass rates for associate programs offered at the community colleges and universities were 93 percent and 91 percent, respectively. • The pass rates for these programs ranged from 83 to 100 percent at the community colleges and from 78 percent to 95 percent at the universities. • Compared to last year's results, the community college pass rates declined by 1 percentage point while the university pass rates dropped by 2 percentage points. • The overall pass rate for baccalaureate nursing programs was 92 percent. • Baccalaureate pass rates ranged from 84 to 97 percent. • The overall baccalaureate pass rate remained unchanged from last year's score.

Teaching. The systemwide pass rate on the National Teachers Examination (NTE) reflects the performance of recent graduates from Kentucky's eight public universities who took the NTE for the first time. Scores were compiled for graduates who were eligible to take the NTE, including individuals majoring in education as well as those pursuing secondary certificates in academic disciplines. For the purpose of this report, a student is regarded as having passed the NTE if he or she passes all three core exams listed in the chart above. Results of the Specialty Area Tests were not considered in either systemwide or institutional pass rates. The systemwide pass rate was 91 percent, up one percentage from last year. Institutional pass rates ranged from 64 percent to 99 percent. To pass the NTE, test scores need to be higher than approximately the tenth percentile on national norms, i.e., score better than the bottom ten percent of test-takers nationally.

SOURCES: KY Board of Nursing; KY Department of Education; Institutions

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How Many . . .

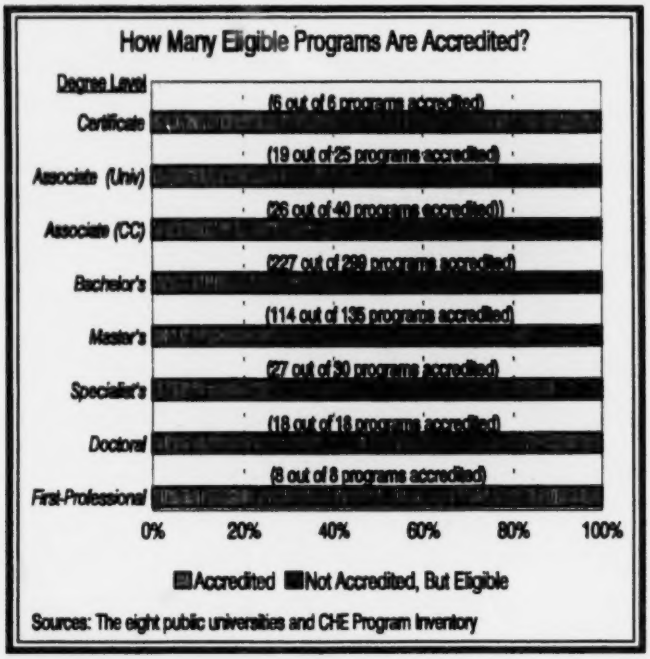
This indicator reports on the number and percent of academic programs eligible for accreditation and the number and percent of programs which are accredited in the higher education system. As noted in the goals section of this report, the goals established for accreditation are in the category of "evidence of" institutional progress toward meeting strategic planning objectives. Additional information on this indicator is provided in institutional reports.

1995 Highlights. For the universities, the percent of eligible programs which were accredited at the universities dropped slightly from 1994 to 1995 at the associate, baccalaureate, master's, and specialist's levels. This drop was primarily due to a reduction in programs which occurred as a result of action taken by the Governor's Higher Education Review Commission. The community college system experienced an increase (from 58 percent in 1994 to 65 percent in 1995) in the number of eligible associate programs which were accredited.

Program Eliminations. The 1995 accountability reports are the first to reflect program changes made as a result of recommendations by the Governor's Higher Education Review Commission (HERC) in December 1993. HERC recommended the elimination or consolidation of duplicative and nonproductive programs to take effect with the fall 1994 semester. As of January 1, 1995, approximately 130 programs had been eliminated or consolidated in response to HERC.

Programs Not Accredited. There are a number of reasons that programs are considered "not eligible" for accreditation. For some programs, no external accrediting agency currently exists. Some programs are accredited by agencies which are not included in the federal list and therefore are not considered eligible in accordance with established accountability reporting procedures. Some accrediting agencies have criteria which allow a program to be accredited at only one level. For example, one university has chosen to seek accreditation for its engineering program at the master's level; and therefore, its baccalaureate program cannot be eligible for accreditation. Newly-established programs are generally not eligible for specialized accreditation until they have been in place for several years.

Although accreditation lends credence and stature to some programs, it is not always a significant advantage and may even be financially unsound in some cases. In some fields, such as fine arts and communications, accreditation is a significant asset for programs which focus on preparing students to work in specific professions. Licensure of graduates in some professions requires graduation from an accredited program. However, programs with a purely academic emphasis do not necessarily benefit from accreditation. Institutions may, either by choice or by funding constraints, be unwilling to devote resources necessary to meeting accreditation requirements at the expense of other institutional priorities.



Trends. The vast majority of programs eligible for accreditation at the universities are accredited. A comparison of 1994 and 1995 data is provided below by program level.

Certificates. For both 1994 and 1995, all programs eligible for accreditation were accredited. Certificates are offered at universities only.

Associate Programs. Universities. Program accreditation at the universities dropped from 83 percent in 1994 to 76 percent in 1995.

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Programs Are Accredited?

1995 ACCREDITATION STATUS OF UNIVERSITY PROGRAMS

Program Level	Total Programs As of January 1, 1995	Total Programs Eligible for Accreditation	Total Accredited Programs	
	(N)	(N)	(N)	(%) *
Certificate	10	6	6	100%
Associate (Univ)	97	25	19	76%
Associate (CC)	108	40	26	65%
Baccalaureate	541	299	227	76%
Master's	282	136	114	84%
Specialist's	29	30	27	90%
Doctoral	79	18	18	100%
First-Professional	8	8	8	100%

* This percent is based on the number of "Eligible Programs Accredited" divided by the sum of "Programs not Accredited but Eligible" and "Eligible Programs Accredited."

(Twenty of 24 eligible programs were accredited in 1994 while 19 of 25 programs eligible for accreditation were accredited in 1995.) Community Colleges. For the community college system, 23 of 40 (or 58 percent) eligible programs were accredited in 1994. In 1995, 26 of 40 (or 65 percent) eligible programs were accredited.

Baccalaureate Programs. The percent of eligible programs which were accredited dropped from 83 percent in 1994 to 76 percent in 1995. In 1994, 232 of 280 eligible programs were accredited; 227 of 299 eligible programs were accredited in 1995.

Master's Programs. The percent of eligible programs which were accredited dropped from 90 percent in 1994 to 84 percent in 1995. Of 144 master's programs eligible for accreditation, 129 were accredited in 1994. In 1995, 114 of 135 eligible programs were accredited.

Specialist's Programs. In 1994, 94 percent of the programs eligible for accreditation were accredited. This compares to a 90 percent accreditation rate in 1995. Thirty-one of 33 eligible programs were accredited in 1994 compared to 27 of 30 eligible programs in 1995.

Doctoral Programs. No change occurred. For both 1994 and 1995, all programs eligible for accreditation (18) were accredited.

First-Professional Programs. No change occurred. As in 1994, all programs eligible for accreditation (8) were accredited in 1995.

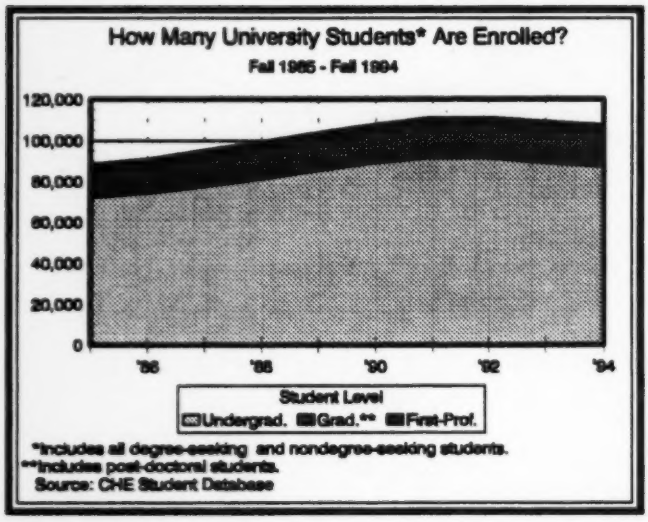
Reporting Process.
Regional Accreditation. All of Kentucky's 22 public higher education institutions are accredited by the Southern Association of Colleges and Schools (SACS). SACS accreditation is a voluntary process in which the entire institution is subject to a review of quality and effectiveness. Full reviews are conducted every ten years, with mid-term reviews occurring at the fifth-year mark. This accreditation is required for participation in federal financial aid programs.

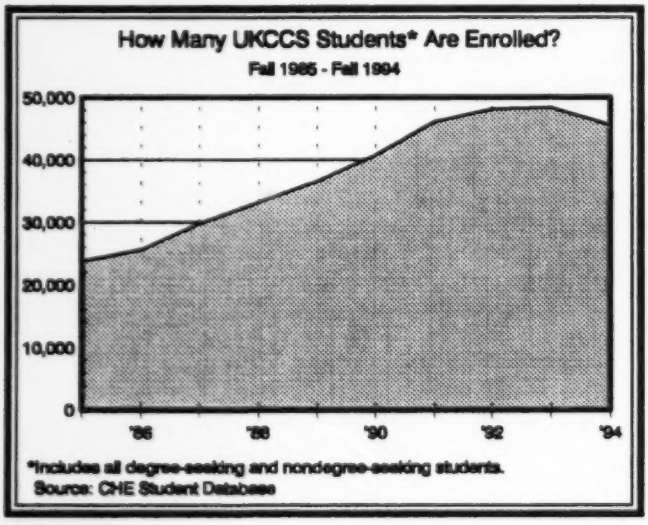
Specialized Accreditation. In addition to SACS, accreditation by specialty agencies is offered by a number of professional organizations and also is a voluntary process. These professional organizations set standards (i.e., quality of students, curriculum, faculty and academic support services) which institutions must meet in order to obtain accreditation. A strategy was adopted in the baseline reporting process to limit the reporting of accredited programs to only those accredited by agencies recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA).

SOURCES: Universities; CHE Program Inventory

This indicator reports enrollment data by discipline and by race, gender, and disability. As noted in the goals section of this report, the type of goal established for enrollment is in the category of "evidence of" progress toward meeting institutional strategic planning objectives. Additional information is provided in institutional reports.

Overall Trends. After a dramatic rise in enrollment during the late 1980s and early 1990s, Kentucky's state-supported institutions experienced a slight decline in enrollment from 1992 to 1994. Following an enrollment increase of 40.4 percent from fall 1985 to fall 1991, the total number of students declined 3.8 percent from fall 1992 to fall 1994. In contrast to the growth in community college enrollment during the late 1980s, UKCCS enrollment dropped 5.1 percent from 1992 to 1994. Similarly, undergraduate enrollment dropped 4.4 percent at the regional universities and 4.6 percent at the state's two doctoral universities. Despite the slight decline in overall enrollment, the number of graduate, post-doctoral, and first-professional students rose from 1992 to 1994, indicating that a larger percentage of students are pursuing advanced degrees. Improvements in job opportunities for traditional and nontraditional students may partially explain the decline in overall enrollment.





Student Race. Over the past decade the rate of growth in black student enrollments has slightly out-paced the rate of growth in white student enrollments. However, from fall 1992 to fall 1994, black student enrollment increased 2.1 percent while white student enrollment declined 5.0 percent. The greatest growth in black student enrollment (6.8 percent) during this three-year period occurred at Kentucky's doctoral universities.

Student Gender. Women have consistently accounted for slightly more than half of the student body at the state-supported institutions over the past decade. For the last three years, two out of three students enrolled at a community college were women.

Students Are Enrolled?

Student Disability. Enrollments for disabled students were only reported at the systemwide level in fall 1992. The dramatic increases in enrollment for disabled students from fall 1992 to fall 1994 are primarily due to improvements in the ability to track these students.

Students' Choice of Majors. Of the students who declared a major from fall 1992 to fall 1994, the most popular choices were in the discipline areas of Liberal and Fine Arts and Health and Pharmacy for undergraduates at community colleges, Liberal and Fine Arts and Education, and Library Sciences for undergraduates at regional universities, and Liberal and Fine Arts, Business, and Engineering/Architecture/Computer Science for undergraduates at doctoral universities. During the same three years, the most popular choices of major for graduate students were in the discipline areas of Liberal and Fine Arts and Education and Library Sciences.

Generally, undergraduate enrollments declined in business, health and pharmacy, and technology-related disciplines from fall 1992 to fall 1994. The dramatic fluctuation in Health and Pharmacy from 1992 to 1993 at the UKCCS was due simply to a change in reporting procedures initiated only in the fall of 1993. Over the same period, undergraduate enrollments in Agriculture and Home Economics grew at both the universities and the community colleges. At the graduate level from 1992 to 1994, enrollments grew in the Technology and Vocational Training and Health and Pharmacy disciplines.

Nontraditional Students. From the mid-1980s to the early 1990s, the number of nontraditional students (age 25 and over) grew more rapidly than the traditional student population. From fall 1985 to fall 1991, the number of older adult students increased from 36.5 percent to 40.9 percent of the total enrollment. Nontraditional students comprised nearly half of the total UKCCS enrollment in fall 1994.

Degree Levels & Discipline Categories	Fall '92	Fall '93	Fall '94
Undergraduate	**138,962**	**137,342**	**132,413**
Liberal and Fine Arts	35,164	35,642	34,256
Education* and Library Science	9,529	9,331	8,879
Business	14,601	13,541	12,735
Mathematics and Sciences	5,131	5,325	5,279
Engineer./Architect./Computer Sci.	6,343	6,521	6,087
Technology and Voc. Training	3,269	3,125	2,920
Agriculture and Home Economics	2,861	3,109	3,096
Health and Pharmacy	18,426	11,920	15,642
Undecided	29,260	34,911	30,923
Non-degree	14,378	13,917	12,596
Graduate	**16,458**	**16,508**	**16,896**
Liberal and Fine Arts	3,382	3,343	3,484
Education and Library Science	4,707	4,735	4,915
Business	1,188	1,129	1,109
Mathematics and Sciences	1,020	1,025	1,012
Engineer./Architect./Computer Sci.	1,084	1,058	1,067
Technology and Voc. Training	141	142	153
Agriculture and Home Economics	321	302	334
Health and Pharmacy	955	1,016	1,124
Non-degree	3,660	3,758	3,698
First Professional	**2,826**	**2,851**	**2,852**
Health and Pharmacy	130	151	188
Non-degree	12	17	14
Dentistry	418	437	450
Law	1,379	1,337	1,282
Medicine	887	909	918
House Staff	**1,038**	**1,039**	**1,038**
Liberal and Fine Arts	0	2	2
Health and Pharmacy	1,038	1,037	1,036
Total Enrollments	**159,284**	**157,740**	**153,199**

Characteristics of Total Enrollments	Fall '92	Fall '93	Fall '94
Race			
White	143,169	140,803	136,054
Black incl. African American	10,212	10,482	10,430
Other	5,903	6,455	6,715
Gender			
Female	93,194	92,060	89,571
Male	66,090	65,680	63,628
Disability	2,021	3,735	6,547

* Not all teacher candidates major in education. Some pursue secondary education certificates in academic disciplines and major in those disciplines.

◆ Enrollments ◆

SOURCE: CHE Student Database

How Many Students Are Community College Transfers?

COMMUNITY COLLEGE TRANSFERS*

Credits Transferred	FALL 1993 Number of Students	FALL 1994 Number of Students
12-30	654	680
31-59	912	952
60 or more	668	677
TOTAL*	**2,234**	**2,309**

* This total excludes 89 students in fall 1994 and 142 students in fall 1993 for whom the number of hours transferred could not be determined at the time of reporting. This total also omits 286 students in fall 1994 and 259 students in fall 1993 who transferred from the community college system to a university with less than 12 credit hours. They were not included because of the limited influence of community college study upon their academic preparation.

This performance indicator reports the number of full-time students who transferred for the first time from the University of Kentucky Community College System (UKCCS) to a public university in Kentucky. The number of these students who successfully complete a four-year program will be determined through subsequent years of tracking. Goals for this indicator have not yet been established.

1995 Highlights. The number of community college students who transferred to a four-year program increased slightly from 2,234 in 1993 to 2,309 in 1994. As noted below, several changes in reporting procedures have been made to this indicator since baseline data were reported.

Reporting Process. In the baseline reports, each university reported the total number of UKCCS transfer students who enrolled in fall 1992. Beginning in fall 1993, each university reported UKCCS transfer students by the number of credit hours being transferred. Only students transferring from a community college with 12 or more credit hours were reported. This reporting procedure was based on the premise that community colleges have limited influence on the academic preparation of students who have fewer than 12 hours of community college study. (To help account for all first-time community college transfers in fall 1993 and fall 1994, the total number of transfers with less than 12 hours is provided in a footnote.)

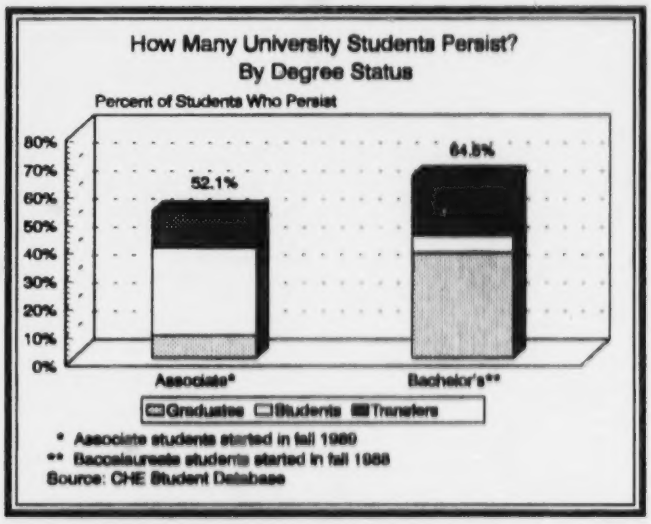
In subsequent reports, these students will be tracked until they graduate or for up to six years. Graduation rates for students who transferred in 1993 will be reported in 1997, and graduation rates for students who transferred in 1994 will be reported in 1998.

SOURCE: CHE Student Database

How Many . . .

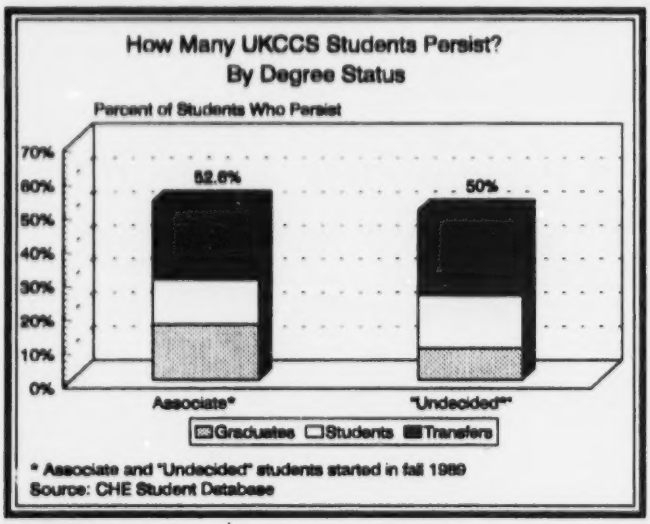
This indicator reports persistence and graduation rates by discipline and by race, gender, and disability. As noted in the goals section of this report, "institutional targets" were established for graduation and persistence rates. Additional information is provided in institutional reports.

Persistence rates reflect the percentage of full-time, degree-seeking freshmen who either graduated, transferred to another public Kentucky institution, or were still enrolled at their original institution at the end of a designated tracking period. In this year's report, associate degree-seeking students, who began their careers in higher education in 1989, were tracked for three years at the universities and community colleges. Baccalaureate students who entered the universities in 1988 were tracked for six years. The lengths of the tracking periods for associate degree and baccalaureate students are consistent with the proposed reporting requirements under the federal Student Right-to-Know Act.



University Sector. The persistence rate for the 1989 associate degree-seeking cohort at the universities was 52.1 percent. Students who were still enrolled comprised the majority of associate degree persisters. The graduation rate for these university students was 8.1 percent. This year's persistence and graduation rates did not differ significantly from those for the 1988 cohort.

The 1988 baccalaureate cohort earned a persistence rate of 64.5 percent. Graduates constituted the majority of the baccalaureate persisters. The graduation rate for this cohort was 37.5 percent. The persistence and graduation rates for the 1988 baccalaureate cohort were not significantly different from last year's rates.



Community College Sector. The persistence rate for the 1989 associate degree cohort was 52.6 percent. The graduation rate for associate degree students was 16.3 percent. Neither the persistence rate nor the graduation rate for this cohort differed significantly from those for the 1988 associate degree cohort.

Students who were "undecided" about which degree to pursue earned a persistence rate of 50.0 percent, significantly higher (3.9 percentage points) than the 1988 cohort. Transfer students accounted for the majority of the persisters within both the "undecided" and associate degree cohorts. The graduation rate for "undecided" students was 9.3 percent, not significantly different from last year's cohort.

Students Persist and Graduate?

University Students

Fall 1988 FULL-TIME DEGREE SEEKING FRESHMEN	Starting '88 Enrollment (n)	Transferred (%)	Still Enrolled (%)	Graduated (%)	Total Persistence* (%)
STATUS OF BACHELOR ** STUDENTS AS OF FALL '94	**13,340**	**20.7**	**6.3**	**37.5**	**64.5**
Race					
White	11,917	20.7	6.2	39.0	65.9
Black incl. African American	1,118	21.6	7.9	22.4	51.8
Other	305	16.7	4.6	35.1	56.4
Gender					
Female	7,220	20.1	5.6	41.1	66.8
Male	6,120	21.3	7.2	33.3	61.7
Disability	409	22.7	10.0	29.6	62.3

Fall 1989 FULL-TIME DEGREE SEEKING FRESHMEN	Starting '89 Enrollment (n)	Transferred (%)	Still Enrolled (%)	Graduated (%)	Total Persistence* (%)
STATUS OF ASSOCIATE STUDENTS AS OF FALL'92	**1,107**	**12.6**	**31.4**	**8.1**	**52.1**
Race					
White	943	12.0	30.6	9.3	52.0
Black incl. African American	153	16.3	36.6	0.7	53.6
Other	11	9.1	27.3	9.1	45.5
Gender					
Female	617	11.8	29.8	12.6	54.3
Male	490	13.5	33.5	2.4	49.4
Disability	82	18.3	26.8	8.5	53.7

* "Total Persistence" represents all students who graduated, were still enrolled, or transferred to another public Kentucky institution after six years for bachelor, and after three years for associate students. The percents for these three categories may not add up to the percent for Total Persistence due to rounding.

** Beginning with the 1995 accountability reports, degree-seeking university students who were "undecided" about whether to pursue an associate degree or a bachelor's degree were tracked for six years and reported under the category for baccalaureate students.

The persistence figures for the University of Kentucky Community College System (UKCCS) were calculated somewhat differently than for the individual community colleges. For the UKCCS, the "transferred" category included only those "students who transferred out of the community college system," while the "still enrolled" category referred to "students who were still attending one of the 14 community colleges." Thus, students who transferred from one community college to another were considered "still

Community College Students

Fall 1989 Full-Time DEGREE SEEKING FRESHMEN	Starting '89 Enrollment (n)	Transferred (%)	Still Enrolled (%)	Graduated (%)	Total Persistence* (%)
STATUS OF ASSOCIATE STUDENTS AS OF FALL'92	**3,296**	**22.8**	**13.5**	**16.3**	**52.6**
Race					
White	3,121	23.4	13.3	16.6	53.3
Black incl. African American	118	11.0	16.9	9.3	37.3
Other	57	15.8	15.8	15.8	47.4
Gender					
Female	2,212	19.2	13.7	19.0	51.9
Male	1,084	30.3	12.9	10.9	54.1
Disability	238	18.5	18.5	15.5	52.5
STATUS OF UNDECIDED STUDENTS AS OF FALL'92	**2,632**	**25.0**	**15.7**	**9.3**	**50.0**
Race					
White	2,455	25.7	15.5	9.6	50.8
Black incl. African American	143	17.5	16.1	4.9	38.5
Other	34	8.8	29.4	2.9	41.2
Gender					
Female	1,465	21.6	16.3	12.2	50.1
Male	1,167	29.3	14.9	5.6	49.8
Disability	170	22.4	14.1	14.1	50.6
STATUS OF ALL STUDENTS ** AS OF FALL '92	**5,928**	**23.8**	**14.5**	**13.2**	**51.5**

* "Total Persistence" represents all students who graduated, were still enrolled, or transferred to another public Kentucky public institution after three years for associate students and undecided students.

enrolled" in the UKCCS. At the individual community colleges, students who transferred from one community college to another were placed into the "transferred" category since the "still enrolled" category was reserved for students who were still attending their initial institution. For the UKCCS analysis, the "graduated" category included students who graduated from anywhere within the community college system. For individual community colleges, a student would be placed into the "graduated" category only if she graduated from her initial institution.

Institutional Results. Universities and community colleges varied considerably in the persistence and graduation rates of their students.

University Rates. For associate degree students attending one of the seven universities that offer associate degrees, institutional persistence rates ranged from 49.7 percent to 60.0 percent and graduation rates varied from 0.6 percent to 23.9 percent. Across all eight universities, bachelor's degree students showed persistence rates ranging from 46.8 to 77.5 percent and graduation rates ranging from 19.6 percent to 49.4 percent. The University of Kentucky offers associate degrees through the UKCCS only.

Community College Rates. Community college persistence rates ranged from 46.0 percent to 58.8 percent for associate degree students, and from 43.9 percent to 60.0 percent for "undecided" students. Graduation rates ranged from 7.6 percent to 27.4 percent for associate degree students, and from 3.7 percent to 22.2 percent for "undecided" students. Historically, graduation rates at community colleges have been relatively low due to the nature of one of their missions: to provide course offerings that are transferable to a baccalaureate institution. Students who transfer to a baccalaureate institution are figured into a community college's persistence rate but not its graduation rate.

Persistence Rates for Transfers. Efforts were made at the systemwide level to determine the persistence of university students who transferred from one institution to another institution in Kentucky. Of the 139 associate degree students at universities who transferred:

- 0.7 percent earned a degree, down 1.3 percentage points from the 1988 cohort; and

- 58.3 percent were still enrolled after three years, a 6.4 percentage-point gain from last year's cohort.

Of the 2,756 baccalaureate students who transferred:

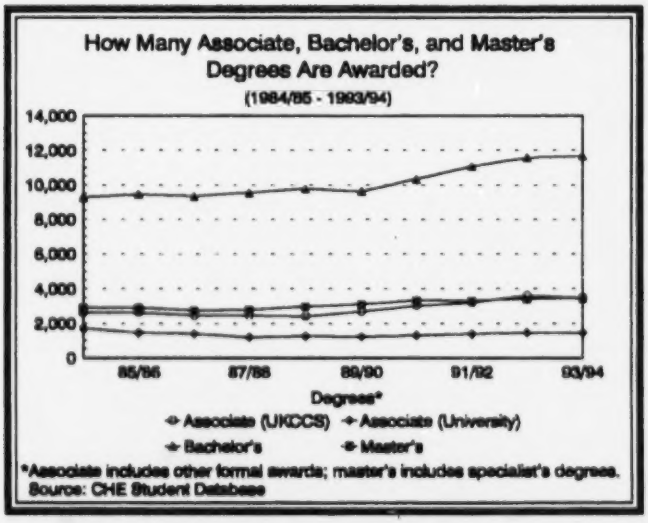
- 17.1 percent were awarded a degree, a decline of 6.8 percentage points from the 1987 cohort; and

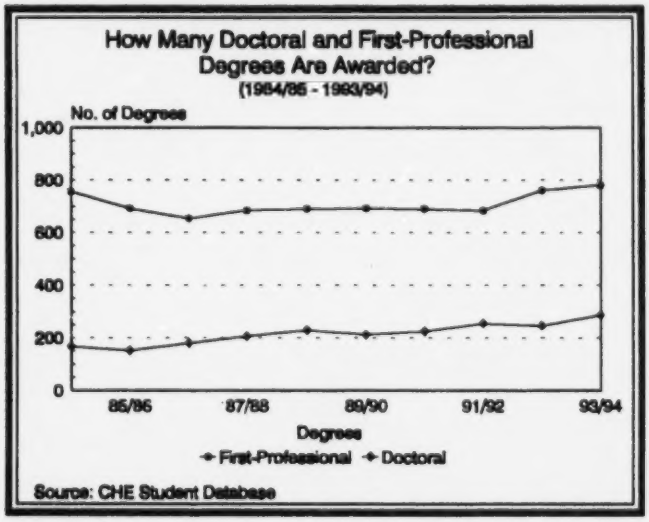
- 27.9 percent were still enrolled after six years, up 1.4 percentage points from last year's cohort.

SOURCE: CHE Student Database; Dept. of Vocational Rehabilitation; Dept. for the Blind

This indicator reports the number of degrees awarded by institution and by discipline. Goals established for this indicator require "evidence of" institutional progress toward meeting strategic planning objectives. Additional information is provided in the institutional reports.

Overall Trends. The total number of degrees and other formal awards conferred annually by Kentucky's public colleges and universities increased by 21 percent between 1984/85 and 1993/94. The University of Kentucky Community College System awarded 2,598 associate degrees in 1984/85 and 3,444 associate degrees in 1993/94, a 33 percent increase. Also, the total number of degrees conferred by universities rose by 19 percent during this same time, from 14,740 to 17,600.





Highlights of Trends in Discipline Areas. Across all three years, most of the associate degrees awarded at the community colleges and universities were in the areas of Liberal and Fine Arts and Health and Pharmacy. The majority of the bachelor's degrees were awarded in Liberal and Fine Arts, Business, and Health and Pharmacy. At the master's and doctoral levels, the majority of the degrees were awarded in Education and Library Sciences and Liberal and Fine Arts. Mathematics and Sciences also accounted for a high percentage of the degrees awarded at the doctoral level. Degrees awarded in Law constituted the majority of the degrees awarded at the first-professional level.

Community college associate degrees in Engineering and Architecture and Health and Pharmacy programs increased by 54 percent and 21 percent, respectively, from 1991/92 to 1993/94.

◆ Degrees ◆

Degrees Are Awarded?

Baccalaureate degrees in these discipline areas increased by 9 percent and 33 percent during this same period.

Mathematics and Science also accounted for significant growth (12 percent) in the number of baccalaureate degrees awarded by universities.

The most growth in degrees awarded to master's students, from 1991/92 to 1993/94, occurred in the Health and Pharmacy (16 percent), Mathematics and Sciences (15 percent), and Business (12 percent) programs.

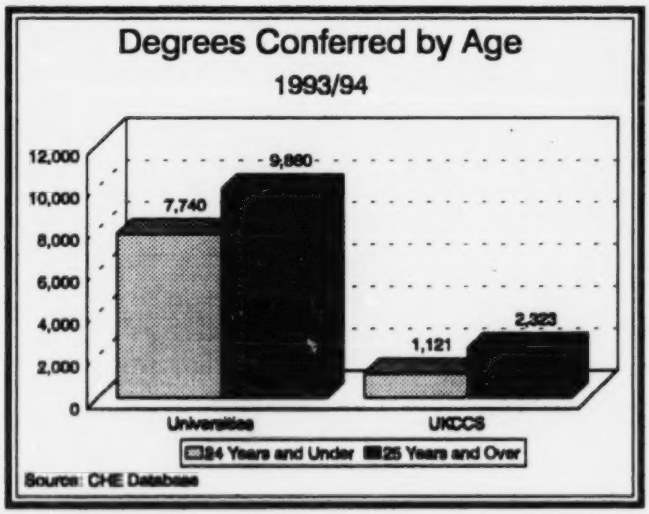
The number of first-professional degrees awarded remained at essentially the same level from 1986/87 to 1991/92, but rose 14 percent from 1991/92 to 1993/94. This increase can be attributed, in part, to a 22 percent increase in law degrees during the past two years. (Limits were set on enrollments in dental and law schools in the Council's 1985 Strategic Plan.)

The number of doctoral degrees awarded increased substantially from 1985/86 to 1991/92, declined slightly from 1991/1992 to 1992/1993, and increased 17 percent from 1992/1993 to 1993/1994.

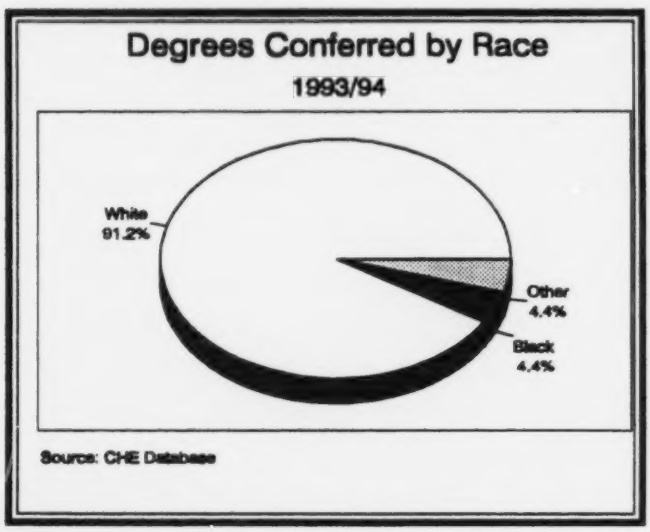
Programs in Education and Library Science and Engineering and Architecture have shown the greatest percentage increases in doctoral degree production over the past three years.

Doctoral degrees in Agriculture and Home Economics and Health and Pharmacy declined 37 percent and 24 percent over this same period.

Age of Graduates. From 1984/85 to 1989/90, there was a 14 percent decline in the number of degrees awarded to students 24 years old and under. From 1990/91 to 1993/94, degree production for this age-group began to rebound and returned to its 1984/85 level. Over the same ten-year period, degree production increased 44 percent for nontraditional students 25 years old and older. Nontraditional students comprised 33 percent of the university undergraduate degree recipients in 1984/85 and 43 percent of such recipients in 1993/94. Nontraditional degree recipients at the University of Kentucky Community Colleges climbed from 50 percent in 1984/85 to 67 percent in 1993/94.



Race of Graduates. Degrees awarded to black students by state-supported institutions increased by 31 percent between 1984/85 and 1993/94. During the same time, degrees awarded to white students increased by 20 percent, and degrees awarded to the racial groups represented by "Other" increased by 36 percent.



Degrees (continued)

SYSTEM TOTAL

Degree Levels and Discipline Categories	1991/92	1992/93	1993/94
Certificate - University	**156**	**1,50**	**81**
Liberal and Fine Arts	123	112	45
Business	0	0	1
Agriculture and Home Ec.	1	0	0
Health and Pharmacy	32	38	35
Associate - Community College System	**3,190**	**3,597**	**3,444**
Liberal and Fine Arts	1,428	1,516	1,431
Business	574	632	579
Engineer./Architect./Computer Sci.	85	109	131
Technology and Voc. Training	100	122	99
Agriculture and Home Ec.	21	26	16
Health and Pharmacy	982	1,192	1,188
Associate - University	**1,193**	**1,287**	**1,342**
Liberal and Fine Arts	237	246	217
Education and Library Sci.	30	22	16
Business	150	149	183
Mathematics and Sciences	2	3	1
Engineer./Architect./Computer Sci.	27	32	30
Technology and Voc. Training	124	148	121
Agriculture and Home Ec.	31	33	45
Health and Pharmacy	592	654	729
Bachelor's	**11,060**	**11,562**	**11,665**
Liberal and Fine Arts	3,990	4,197	4,373
Education* and Library Sci.	1,783	1,950	1,880
Business	2,238	2,200	1,892
Mathematics and Sciences	669	685	746
Engineer./Architect./Computer Sci.	687	640	749
Technology and Voc. Training	343	330	352
Agriculture and Home Ec.	512	535	555
Health and Pharmacy	838	1,025	1,118
Master's	**3,256**	**3,376**	**3,418**
Liberal and Fine Arts	776	851	869
Education and Library Sci.	1,529	1,480	1,530
Business	268	291	301
Mathematics and Sciences	119	124	137
Engineer./Architect./Computer Sci.	206	234	216
Technology and Voc. Training	64	75	58
Agriculture and Home Ec.	98	97	80
Health and Pharmacy	196	224	227
Specialist's	**29**	**30**	**27**
Liberal and Fine Arts	7	5	15
Education and Library Sci.	22	25	12
Doctoral	**255**	**246**	**287**
Liberal and Fine Arts	63	62	72
Education and Library Sci.	32	37	49
Business	14	15	17
Mathematics and Sciences	60	53	72
Engineer./Architect./Computer Sci.	26	34	34
Agriculture and Home Ec.	19	16	12
Health and Pharmacy	41	29	31
First-Professional	**682**	**759**	**780**
Health and Pharmacy	41	38	37
Law	361	420	440
Medicine	188	206	219
Dentistry	92	95	84
TOTAL DEGREES	**19,821**	**22,358**	**21,044**

SOURCE: CHE Student Database

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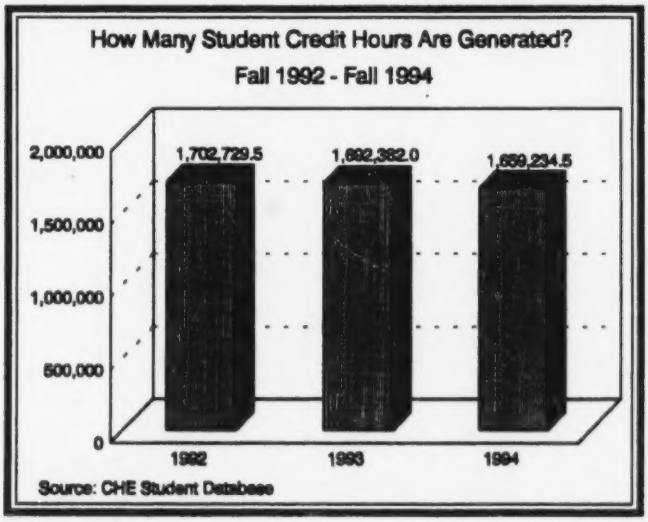
This indicator focuses on the production of student credit hours by discipline. As explained in the goals section of this report, the type of goal established for credit hours is in the category of "evidence of" progress toward meeting institutional strategic planning objectives. Additional information is included in institutional reports.

Overall Trends. In recent years, Kentucky's state-supported institutions have experienced a slight decline in credit hour production. Total student credit hours generated by the universities and the community college system declined 2.6 percent from fall 1992 to fall 1994. Credit hour production decreased 3.5 percent at the community colleges, 3.1 percent at the regional universities, and 1.0 percent at the doctoral universities.

Trends in Discipline Categories. The most substantial increases in credit hours at the community colleges over the three-year period were in Technology and Vocational Training (21.1 percent), Engineering/Architecture/Computer Science (19.9 percent), and Agriculture and Home Economics (10.1 percent). Credit hours in Mathematics and Sciences, Education and Library Sciences, and Business declined substantially over the same period (26.3 percent, 10.3 percent and 9.8 percent, respectively).

At the regional universities from 1992 to 1994, student credit hour production in Agriculture and Home Economics and Health and Pharmacy increased slightly (1.2 percent and 1.1 percent) at the undergraduate level and substantially (27.7 percent and 17.2 percent) at the graduate level. Although credit hours in Mathematics and Science decreased slightly at the undergraduate level, there was an increase of 17.6 percent at the graduate level. The most substantial decrease in undergraduate credit hours occurred in Business (15.7 percent); although little change occurred in that discipline category at the graduate level. Credit hours in Engineering/Architecture/Computer Science decreased 12.7 percent at the undergraduate level and 14.2 percent at the graduate level. At the first-professional level, credit hours in Law at Northern Kentucky University increased 5.7 percent, despite a 6.2 percent decline systemwide.



◆ Credit Hours◆

At the doctoral universities from 1992 to 1994, credit hours in Engineering/Architecture/Computer Science increased 6.9 percent at the undergraduate level but decreased 4.7 percent at the graduate level. Credit hours in Health and Pharmacy showed little change at the undergraduate level, but increased 21.9 percent at the graduate level. Business credit hours showed

Student Credit Hours Are Generated?

SYSTEM TOTAL

Credit Hours Descriptors	Fall 1992	Fall 1993	Fall 1994
Credit Hours by Course Level			
Undergraduate	**1,560,562.0**	**1,547,496.0**	**1,511,526.0**
Liberal and Fine Arts	824,355.5	840,947.0	820,134.5
Education and Library Sci.	74,829.0	74,685.0	72,081.0
Business	117,067.5	107,171.0	103,122.0
Mathematics and Sciences	325,383.0	301,799.5	293,386.5
Engineer./Architec./Computer Sci.	72,036.0	74,848.5	75,911.5
Technology and Voc. Training	32,352.0	30,828.0	30,054.5
Agriculture and Home Ec.	38,621.0	40,386.0	39,793.0
Health and Pharmacy	75,917.0	76,823.0	77,043.0
Law	1.0	8.0	0.0
Graduate	**97,555.5**	**99,833.0**	**103,034.0**
Liberal and Fine Arts	36,073.0	36,956.0	37,137.5
Education and Library Sci.	23,989.0	24,808.0	25,995.0
Business	6,555.0	6,447.0	6,277.0
Mathematics and Sciences	10,809.0	11,077.5	11,509.5
Engineer./Architec./Computer Sci.	6,685.0	6,615.0	6,320.0
Technology and Voc. Training	897.0	817.0	858.0
Agriculture and Home Ec.	3,014.0	3,235.0	3,466.0
Health and Pharmacy	9,437.5	9,796.5	11,419.0
Law	96.0	81.0	52.0
First-Professional	**44,612.0**	**45,053.0**	**44,674.5**
Law	18,487.0	18,153.0	17,334.5
Medicine	17,740.0	18,160.0	18,340.0
Dentistry	8,385.0	8,740.0	9,000.0
Total Credit Hours by Course Level	**1,702,729.5**	**1,692,382.0**	**1,659,234.5**

Beginning with the 1995 accountability reports, course credit hours will be calculated based on guidelines in the higher education funding formula. Student credit hours generated for fall 1992 and fall 1993 have been recalculated using the new methodology.

modest declines at the undergraduate and graduate levels (7.4 and 7.3 percent, respectively). At the first-professional level, increases in credit hour production occurred in Medicine (3.4 percent) and Dentistry (7.3 percent). There was, however, a decrease of 10.6 percent in student credit hours generated by Law over the three-year reporting period.

Systemwide, the largest percentage increases in credit hours were generated at the doctoral and master's levels (9.2 and 4.5 percent). Undergraduate credit hours decreased slightly at the lower division and upper division levels (3.7 and 1.4 percent, respectively). There was little change in credit hour production at the first-professional level. Across all three years, the disciplines that generated the most credit hours were Liberal and Fine Arts and Mathematics and Sciences at the undergraduate level and Liberal and Fine Arts and Education and Library Sciences at the graduate level.

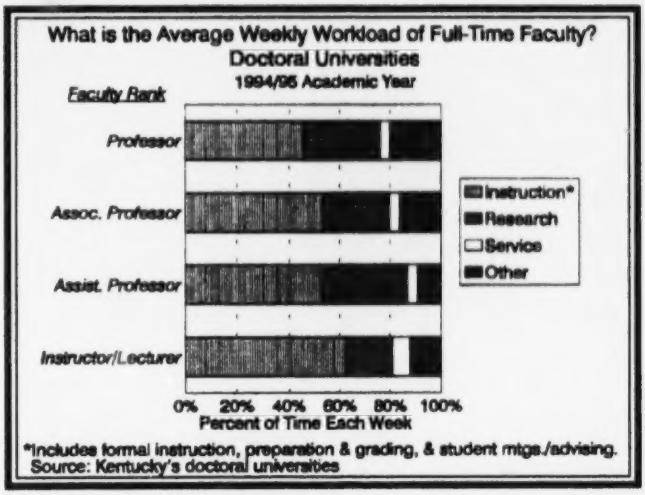
Credit Hours by Mode of Delivery. On-campus instruction, which generated by far the most student credit hours, showed a slight decline in student credit hours from 1992 to 1994 in each sector. However, off-campus credit hours grew by 15.6 percent at the doctoral institutions, 3.4 percent at the community colleges, and showed little change at the regional universities. Telecourse credit hours increased 67.1 percent at the doctoral universities and 56.8 percent at the regional universities from 1992 to 1994. Over the same three-year period, telecourse credit hours decreased 11.7 percent at the community colleges.

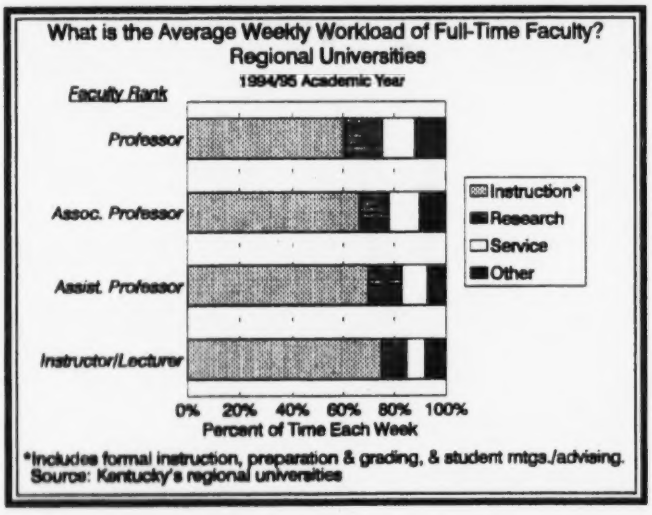
SYSTEM TOTAL

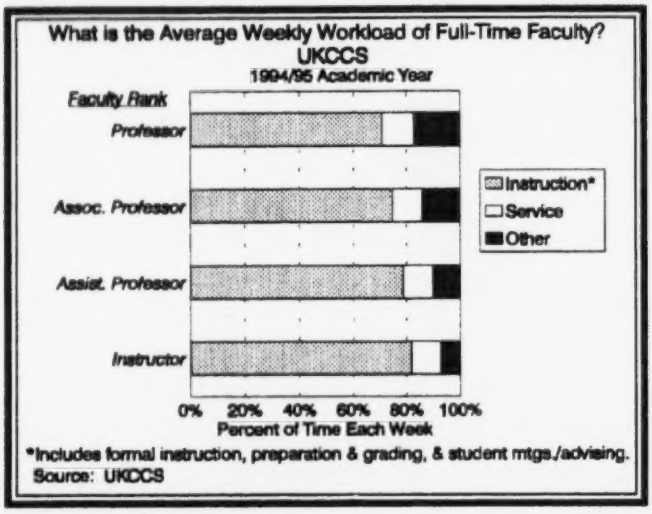
Credit Hours Descriptors	Fall 1992	Fall 1993	Fall 1994
Credit Hours by Student Level			
Lower Division	1,183,080.0	1,170,054.5	1,139,293.0
Upper Division	377,482.0	377,443.5	372,235.0
Masters	75,695.0	76,966.0	79,078.5
Doctoral	21,860.5	22,866.0	23,875.5
First Professional	44,612.0	45,052.0	44,752.5
Total Credit Hours by Student Level	**1,702,729.5**	**1,692,382.0**	**1,659,234.5**
Credit Hours by Mode of Delivery			
On-Campus	1,568,881.5	1,552,525.0	1,520,108.5
Off-Campus	124,477.0	129,946.0	128,251.0
Telecourses	9,371.0	9,911.0	10,875.0
Total Credit Hours by Mode of Delivery	**1,702,729.5**	**1,692,382.0**	**1,659,234.5**

Beginning with the 1995 accountability reports, course credit hours will be calculated based on guidelines in the higher education funding formula. Student credit hours generated for fall 1992 and fall 1993 have been recalculated using the new methodology.

SOURCE: CHE Student Database







Interest in faculty productivity has accelerated in recent years as many systems of higher education face constrained fiscal resources and the need to serve a greater number of students. In response to legislative and public concerns, many states have begun to collect and analyze data related to faculty workload. In fall 1992, Kentucky's state-supported institutions began to report: (1) the number of full-time faculty by rank; (2) the percentage of time that full-time faculty spend in instruction, research and service; (3) the average number of scheduled instructional hours per week; and (4) the percentage of courses taught by part-time instructors and graduate teaching assistants. While these data have provided valuable information, the most relevant indicators have changed very little from fall 1992 to fall 1994. Highlights of the data reported in fall 1994 compared to the previous year are listed below. (For a more detailed description of the indicators and an explanation of reporting procedures, see the "Reporting Methodology" section.)

Highlights

Weekly Workload of Faculty

- Systemwide, the average number of hours faculty work each week in 1994/95 ranged from 46 hours for community college professors to 57 hours for assistant professors at doctoral universities. In 1993/94 the average number of weekly faculty hours ranged from 47 hours for instructors at community colleges to 57 hours for assistant professors at doctoral universities.

- In 1994/95 the average work week for university faculty generally increased as rank increased. An exception was the assistant professors at doctoral universities who worked an average of 57 hours.

- In each year of reporting, the percent of time spent on instruction - teaching, grading, and advising - generally decreased as faculty rank increased.

Hours Do Faculty Spend On Instruction, Research, and Service?

WEEKLY WORKLOAD: *TOTAL NUMBER OF FACULTY, AVERAGE WEEKLY HOURS ACADEMIC YEARS 1993/94 AND 1994/95

Faculty Rank	Total No. of Faculty		Avg. Weekly Hrs.	
	1993	1994	1993	1994
Doctoral Universities				
Professor	576	582	56	56
Assoc. Professor	506	535	55	56
Assist. Professor	417	408	57	57
Instructor/Lecturer	26	34	52	51
Regional Universities				
Professor	766	749	55	54
Assoc. Professor	581	597	53	53
Assist. Professor	695	683	54	53
Instructor/Lecturer	239	221	51	50
Community Colleges				
Professor	186	199	48	46
Assoc. Professor	324	366	48	47
Assist. Professor	336	299	48	48
Instructor	164	136	47	48

* Excludes Colleges of Medicine, Dentistry, and Agriculture but results are available in reports by UK and UofL.

WEEKLY WORKLOAD: PERCENT OF WEEKLY HOURS FULL-TIME FACULTY DEVOTE TO INSTRUCTION, RESEARCH, SERVICE, AND OTHER ACTIVITIES ACADEMIC YEARS 1993/94 AND 1994/95

Faculty Rank	%Instruction		%Research		%Service		%Other **	
	1993	1994	1993	1994	1993	1994	1993	1994
Doctoral Universities								
Professor	45	46	31	31	5	4	19	20
Assoc. Professor	51	53	28	27	5	4	17	16
Assist. Professor	53	52	34	34	4	4	9	9
Instructor/Lecturer	64	63	12	19	7	7	17	12
Regional Universities								
Professor	63	61	14	15	12	13	11	12
Assoc. Professor	66	66	12	12	12	12	10	10
Assist. Professor	70	70	10	14	10	10	7	7
Instructor/Lecturer	78	74	8	10	7	7	8	8
Community Colleges								
Professor	69	71	*	*	14	12	17	17
Assoc. Professor	73	75	*	*	11	11	16	14
Assist. Professor	78	79	*	*	11	11	11	10
Instructor	83	82	*	*	9	11	8	7

* Community colleges do not have a mission to conduct research.
** Excludes external consulting.
NOTE: Regional and doctoral results are based on weighted averages. Percents do not always add to 100 due to rounding.

- In 1994/95, the percentage of time devoted to instruction each week ranged from 46 percent for professors at doctoral universities to 82 percent for instructors at community colleges; in 1993/94 the percent of time devoted to instruction ranged from 45 percent for professors at doctoral universities to 83 percent for instructors at community colleges.

- In all three years of reporting, community college faculty spent roughly three-fourths of their work week on instruction, while faculty at regional universities spent approximately two-thirds and faculty at doctoral universities spent about half of their work week.

- In 1993/94 and 1994/95 faculty at doctoral universities spent twice as much time on research activities as their counterparts at regional universities, with assistant professors devoting the largest percentage of time on research activities.

- Faculty at community colleges and higher-ranked faculty at regional universities spent the largest percentage of time on public service activities.

- In 1994/95, faculty at community colleges and doctoral universities devoted the largest percentage of time to "other" duties. The percentage of time faculty spent on "other" duties changed very little from 1993/94 to 1994/95. ("Other" includes administrative and other assignments as defined by the institution.)

Average Weekly Hours Devoted to Instructional Activities

- In both 1993/94 and 1994/95, the number of hours faculty devoted to instructional activities generally decreased as faculty rank increased.

- At the University of Louisville, the regional universities and the community colleges in 1993/94 and 1994/95, lower-ranked faculty devoted the most hours per week to formal class time.

- Lower-ranked faculty also devoted more hours to class preparation and grading.

- In both years, the number of hours devoted to student advising was generally consistent across faculty rank, with faculty at the regional universities devoting the most hours to advising students.

Faculty Workload/Contact Hours (continued)

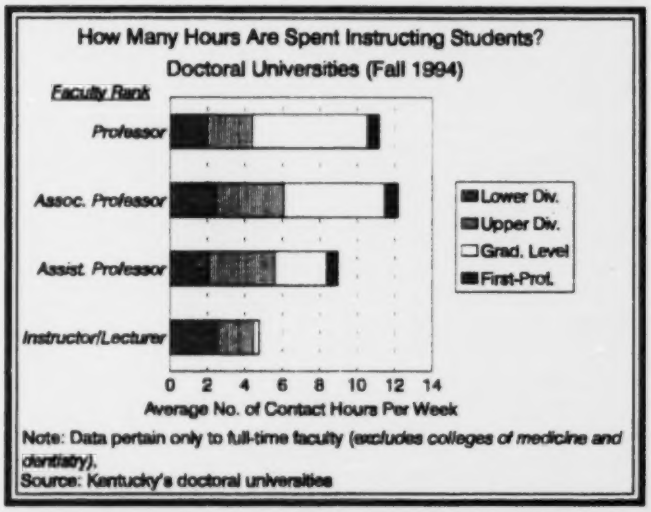
AVERAGE WEEKLY HOURS* FACULTY DEVOTE TO INSTRUCTIONAL ACTIVITIES ACADEMIC YEARS 1993/94 AND 1994/95

Faculty Rank	Formal Class		Prep. and Grading		Student Advising		Total Instruction	
	1993	1994	1993	1994	1993	1994	1993	1994
Doctoral Universities								
University of Kentucky								
Professor	20.7	20.7	**	**	2.2	2.2	22.9	22.9
Assoc. Professor	24.8	25.3	**	**	2.2	2.2	27.0	27.5
Assist. Professor	26.8	26.3	**	**	2.3	2.2	29.1	28.5
Instructor	23.7	25.0	**	**	2.8	1.6	26.5	26.6
University of Louisville								
Professor	8.1	8.1	14.0	14.6	6.7	6.7	28.8	29.4
Assoc. Professor	9.1	9.2	15.7	16.8	5.6	6.2	30.4	32.2
Assist. Professor	9.6	9.2	16.9	17.3	5.1	4.6	31.6	31.1
Instructor/Lecturer	11.0	8.3	17.5	19.7	7.1	7.2	35.6	35.2
Regional Universities								
Professor	11.4	10.9	16.5	15.7	6.9	6.3	34.8	32.9
Assoc. Professor	11.3	11.9	16.4	16.7	7.0	6.7	34.7	35.3
Assist. Professor	12.5	12.4	17.9	18.0	7.5	6.7	37.9	37.1
Instructor/Lecturer	13.1	12.7	19.4	18.4	7.0	7.7	39.5	38.8
Community Colleges								
Professor	29.3	29.0	**	**	3.8	3.7	33.1	32.7
Assoc. Professor	31.2	31.5	**	**	3.8	3.8	35.0	35.3
Assist. Professor	34.1	34.6	**	**	3.4	3.4	37.5	38.0
Instructor	35.3	36.0	**	**	3.8	3.4	39.1	39.4

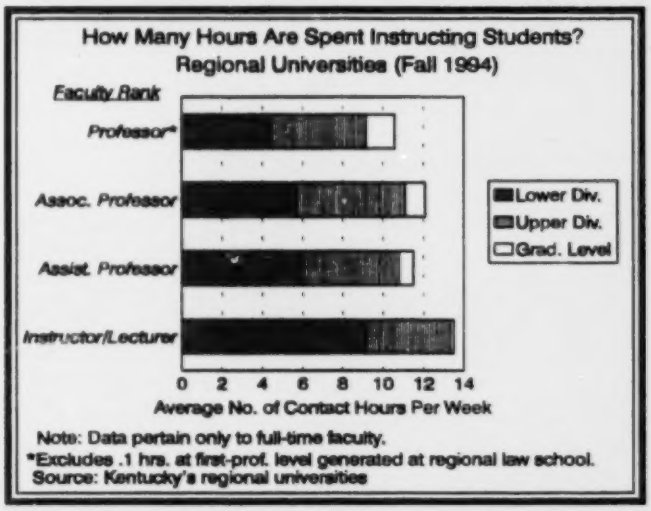
* In the academic years 1992/93 to 1994/95 each of the universities and the Community College System reported the percentage of time per week faculty spend in formal class, preparation and grading, and student advising. The number of hours was calculated by multiplying each percentage by the average number of hours faculty work per week. These hours were derived using a weighting procedure in order to account for different numbers of faculty across institutions.

** Distribution of Effort Agreements have been in use for some time at the University of Kentucky and the Community College System. These existing forms report time spent in preparation and grading as part of formal class time. Therefore, figures for UK and UofL are shown separately.

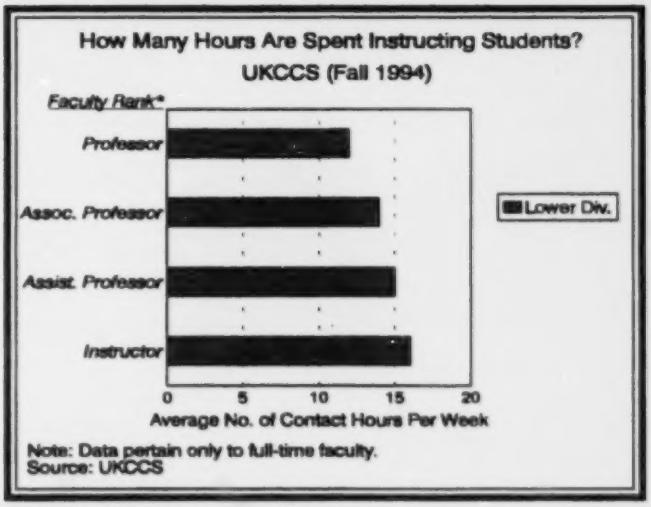
Faculty Workload/Contact Hours (continued)



Note: Data pertain only to full-time faculty (*excludes colleges of medicine and dentistry*).
Source: Kentucky's doctoral universities



Note: Data pertain only to full-time faculty.
*Excludes .1 hrs. at first-prof. level generated at regional law school.
Source: Kentucky's regional universities



Note: Data pertain only to full-time faculty.
Source: UKCCS

Formally Scheduled Instructional Contact Hours Per Week

- In both fall 1993 and fall 1994, the senior faculty at the doctoral universities, on average, tended to spend more hours per week in formally scheduled instruction of students than did the lower-ranked instructors and lecturers.

- In contrast to faculty at doctoral universities, the lower-ranked faculty at regional universities and community colleges generally averaged more instructional contact time with students.

- In 1993 and 1994, senior faculty spent more hours teaching at the graduate level, whereas faculty of lower rank spent the largest portion of their hours teaching at the undergraduate level.

- The trend at the community colleges shows that the lower-ranked faculty, on average, spent more hours per week in formally scheduled instruction than did the higher-ranked faculty.

National Trends. Based on a national survey conducted in 1988, the National Center for Educational Statistics (NCES) found that postsecondary faculty reported working an average of 53 hours per week, with instructors/lecturers/others averaging 49 hours per week and professors averaging 55 hours per week. Similar studies in Virginia (1991) and Arizona (1993) reported that post secondary faculty average 52 and 53 hours a week, respectively. NCES also found that faculty averaged 9.8 scheduled instructional contact hours per week, ranging from 8.7 for professors to 13.6 for instructors. Similarly, the state of Arizona (1993) reported that senior faculty at the public universities averaged 7.8 instructional contact hours per week, while lecturers and instructors averaged 9.4 hours.

These and other studies are remarkably consistent in their conclusions on the relative amount of time faculty devote to instruction, research, and service. While the breakdown varies among different types of institutions, disciplines, and faculty ranks, collegiate faculty generally report that about one-half of their work week is devoted to teaching and other instructional activities.

Faculty Workload/Contact Hours (continued)

FORMALLY SCHEDULED INSTRUCTIONAL CONTACT HOURS PER WEEK BY FULL-TIME FACULTY RANK AND COURSE LEVEL FALL 1993 AND FALL 1994

Faculty Rank	Lower Division		Upper Division		Graduate Level		First-Professional		Weekly Contact Hrs.	
	1993	1994	1993	1994	1993	1994	1993	1994	1993	1994
Doctoral Universities										
Professor	1.5	2.0	2.2	2.4	5.7	6.2	0.3	0.6	9.7	11.2
Assoc. Professor	2.5	2.5	3.0	3.6	4.8	5.4	0.3	0.7	10.6	12.2
Assist. Professor	1.8	2.1	3.6	3.5	3.2	2.8	0.3	0.6	8.9	9.0
Instructor/Lecturer	2.8	2.6	1.7	1.9	0.4	0.3	0.0	0.0	4.9	4.8
Regional Universities										
Professor	5.1	4.5	4.8	4.7	1.4	1.4	0.1	0.1	11.4	10.7
Assoc. Professor	5.7	5.7	5.2	5.4	0.7	1.0	0.0	0.0	11.6	12.1
Assist. Professor	6.3	6.1	4.8	4.7	0.8	0.7	0.0	0.0	11.9	11.5
Instructor/Lecturer	9.8	9.2	3.6	4.3	0.2	0.0	0.0	0.0	13.5	13.5
Community Colleges										
Professor	13.0	12.0	*	*	*	*	*	*	13.0	12.0
Assoc. Professor	14.0	14.0	*	*	*	*	*	*	14.0	14.0
Assist. Professor	15.0	15.0	*	*	*	*	*	*	15.0	15.0
Instructor	15.0	16.0	*	*	*	*	*	*	16.0	16.0

* Only lower division courses are taught at community colleges.

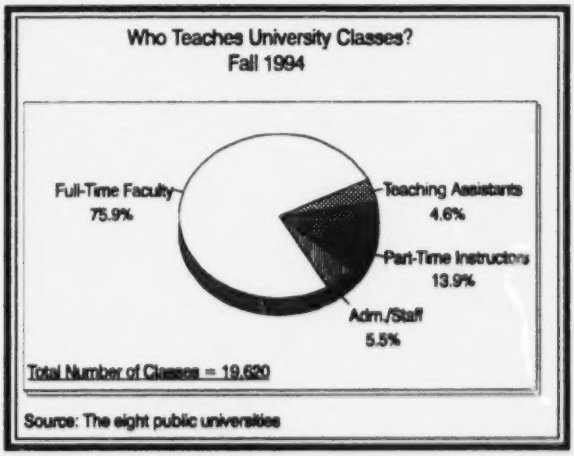
Faculty from Kentucky's state-supported institutions, from 1992 to 1994, have reported average weekly hours and patterns of time devoted to instruction, research, and service that are consistent with the findings of related state and national studies.

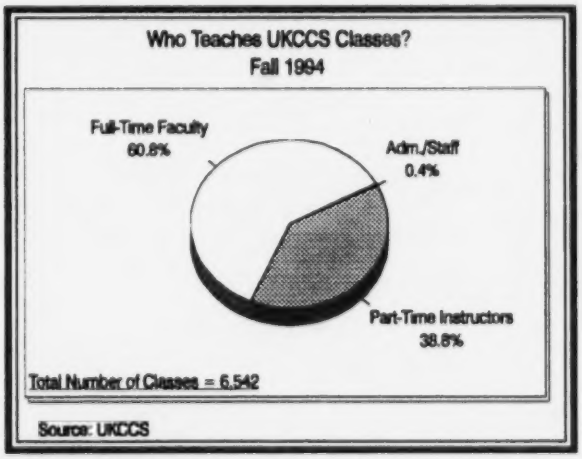
While these data address the information required by Kentucky's accountability legislation, it is important to note that there are issues related to faculty workload that are not touched upon here. Among the most difficult issues to address are those related to "time vs. effort" and scholarly productivity. In addition, parents and prospective students might be more interested in topics such as the accessibility of higher-ranked professors and the availability of classes and advisory services.

NUMBER AND PERCENTAGE OF CLASSES TAUGHT BY EMPLOYMENT STATUS OF FACULTY/STAFF

Employment Status	Number and Percent of Classes			
	1993		1994	
	N	%	N	%
Universities				
Full-Time Faculty	14,881	77.1	14,894	75.9
Part-Time Instructors	3,030	15.7	2,735	13.9
Admin./Prof. Staff *	502	2.6	1,084	5.5
Teaching Assistants	888	4.6	907	4.6
Total	19,301	100	19,620	100
Community Colleges				
Full-Time Faculty	4,149	62.8	3,975	60.8
Admin./Prof. Staff *	66	1.0	27	0.4
Part-Time Instructors	2,391	36.2	2,540	38.8
Total	6,606	100	6,542	100
Grand Total	25,907		26,162	

* Administrative and professional staff did not become a category until fall 1993. Also, in 1993 two institutions were unable to breakout administrative and professional staff but subsumed these people in other categories.





Who Teaches the Classes? The 1992 baseline reports included a breakdown of classes taught by three categories: full-time faculty, part-time faculty, and teaching assistants. The 1993 and 1994 reports include a fourth category for administrators and professional staff who also teach. It should be noted, however, that in 1993 two institutions were unable to break out administrative and other staff who teach classes but subsumed these people in the other categories.

The breakdown of who teaches the classes did not change significantly for universities or community colleges from fall 1993 to fall 1994. The overwhelming majority of classes continue to be taught by full-time faculty. In 1993/94 and 1994/95, part-time faculty (i.e., those employed part-time and whose major regular assignment is instruction) taught approximately one-fourth of the classes at the universities and over one-third of the community college classes. The change in the number of classes taught by administrators and professional staff, accounting for 2.6 percent of the total number of classes in 1993 and 5.5 percent in 1994, could be due in part to the change in reporting procedures adopted by two institutions in 1994.

Faculty Workload/Contact Hours (continued)

Reporting Methodology. Faculty data reported in this section are derived from the federal Integrated Postsecondary Education Data System (IPEDS) surveys on "Salaries, Tenure, and Benefits" and include instructional faculty only. Numbers may differ from those reported in the Profile, which appears on page 3 of this report. Profile data are taken from a different source and are not limited to instructional faculty.

Institutions adopted one of two approaches to assessing the distribution of faculty workload among instruction, research, and other activities. Two universities and the University of Kentucky Community College System used "Distribution of Effort Agreements" (DEA) to gauge faculty workloads. Typically, each faculty member and the department or division chairperson met at the beginning of the academic year to negotiate the percent of time devoted to specific activities. After an agreement was reached, the DEA was completed and signed by both parties. The other universities required full-time faculty to complete a form or survey describing the percentage of time to be devoted to various activities during an average week. This form was usually submitted to the department chairperson and the academic dean for review.

Instructional contact hours are defined as the average number of formally scheduled instructional hours per week spent by faculty in conducting courses, laboratories, and other educational activities as listed on the fall semester course schedule for the institution. In many cases, contact hours are equivalent to the student credit hours generated by fall semester course enrollments. In other cases, however, the formally scheduled contact hours may be greater than the credit hours (i.e., courses may offer four credits but require three hours of classroom instruction and two hours of laboratory). A few institutions used the printed schedule of courses to determine a faculty member's formally scheduled contact hours per week, whereas other institutions relied upon either the DEA or a form to be completed by each faculty member.

In this system report institutional data pertaining to faculty have been compiled by sector (i.e., doctoral universities, regional universities, and community colleges). Statistics related to faculty workload and instructional contract hours take into account the varying numbers of faculty members in each rank employed by the institutions. Thus, institutions with relatively large faculties account for more weight than institutions with relatively small faculties in a given sector's calculations.

SOURCE: Institutions; IPEDS Surveys

The primary purpose of a room utilization study is to provide administrators with statistical profiles of the use of instructional space. This analysis is typical of studies conducted in other state higher education systems in that it examines the "use of space" for degree credit instruction only. The use of instructional space for other activities, such as continuing education programs, is excluded from this analysis. Future studies may warrant relevant room use indicators for such nontraditional uses in recognition of an apparent growing demand for non-credit, continuing, and adult education programs. It is recommended that comparisons not be made between institutions because of differences in instructional programs, student population served, and other factors. As noted in the goals section of this report, "uniform targets" were established for this indicator. Institutional reports provide additional information.

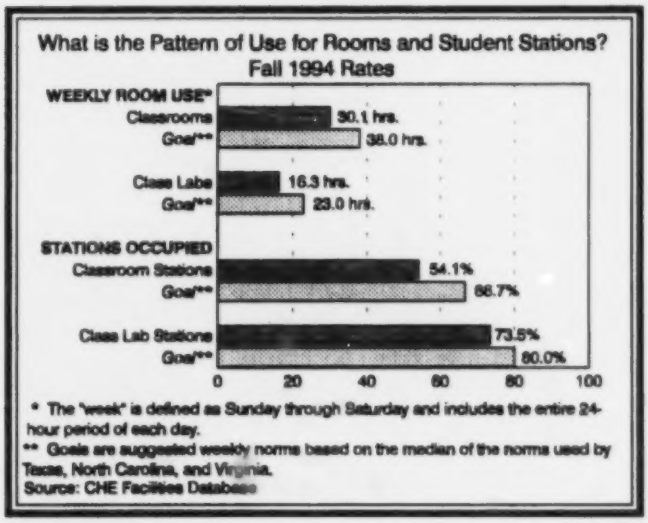
Regional Norms. The norm is 38 hours of instruction in classrooms per week, with a student station (i.e., desk or seat) occupancy rate of 66.7 percent. Class laboratories are expected to be used an average of 23 hours each week, with a student station (i.e., lab station) occupancy rate of 80 percent. (See footnote on next page for source of norms.)

Average Weekly Room Hours of Instruction. This indicator reflects the average number of hours each week that classrooms or class labs were used for regularly scheduled classes.

- Systemwide, institutions averaged 30.2 hours of weekly room use compared to a suggested norm of 38.0 hours of weekly room use;

- The average weekly hours of classroom use for instruction at the universities and community colleges showed an increase in use over fall 1993, but still fall below suggested norms; and

- The community college system continues to have the highest weekly rates of classroom use. Despite gains in room use over last year, the regional universities continued to have the lowest weekly rates.



Average Student Station Occupancy. This indicator measures the adequacy of the number of student stations (e.g., seats, desks, lab stations) in classrooms or class labs used for regularly scheduled classes.

- The systemwide rate of classroom station occupancy fell somewhat below suggested norms, ranging from 50.1 to 54.7 percent;

- The rate of lab station occupancy at the community colleges exceeded the suggested norm on this indicator; and

- The rates of lab station occupancy for doctoral universities and regional universities were slightly below the suggested norms, with the doctoral universities having the lowest occupancy rate.

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Rooms Are Used and Stations Occupied?

UTILIZATION RATES

Type of Room	FALL 1993 Total Rooms and Stations Available	FALL 1993 Average Use Per Week	FALL 1994 Total Rooms and Stations Available	FALL 1994 Average Use Per Week
WEEKLY ROOM USE *	(N)	(HOURS)	(N)	(HOURS)
Classrooms				
Doctoral Universities	401	29.4	400	30.4
Regional Universities	897	26.5	862	28.1
Community Colleges	352	33.0	368	34.5
System	1,650	28.6	1,630	30.1
Class Labs				
Doctoral Universities	225	16.7	221	17.1
Regional Universities	509	13.8	408	14.6
Community Colleges	174	16.2	180	19.0
System	908	15.1	809	16.3
STATIONS OCCUPIED	(N)	(HOURS)	(N)	(HOURS)
Classrooms				
Doctoral Universities	24,101	54.8	23,581	53.8
Regional Universities	45,118	55.3	42,453	54.7
Community Colleges	15,704	56.6	16,176	51.4
System	84,923	55.9	82,210	54.1
Class Labs				
Doctoral Universities	4,890	80.6	5,641	75.5
Regional Universities	12,639	69.6	10,331	69.2
Community Colleges	3,808	74.6	3,999	82.1
System	21,337	73.4	19,971	73.5

* The "week" is defined as Sunday through Saturday and includes the entire 24-hour period of each day.

** Utilization Standards/Norms. The space utilization standards/norms used by the Council on Higher Education are based in part on recommendations contained in the Higher Education Facilities Planning and Management Manual, developed by the Western Interstate Commission for Higher Education, and the extensive work done in this area by Texas, North Carolina, and Virginia.

Comparison to Baseline Data. Overall, the systemwide average weekly hours of room use for classrooms and class labs for fall 1994 showed an appreciable increase from fall 1993. The systemwide increase in hours of use suggests that institutions are showing greater concern for the allocation and use of instructional space. However, there continue to be opportunities to significantly improve facility use. Institutions vary considerably in their room utilization rates. More detailed analysis would be required to determine whether institutional variations are related to such factors as institutional size, type of academic programs, and characteristics of enrollment (e.g., community vs. residential).

Other Considerations. These data reflect the average utilization rates of all classrooms and laboratories. From the present analysis it is not possible to determine whether changes in weekly room use are due to wide-scale changes in the pattern of use or differences in the utilization of certain types of rooms. Room use may be influenced by the physical limitations of the space (e.g., accessories, newness, comfort, availability of technology).

SOURCE: CHE Facilities Database

◆ Room Use ◆

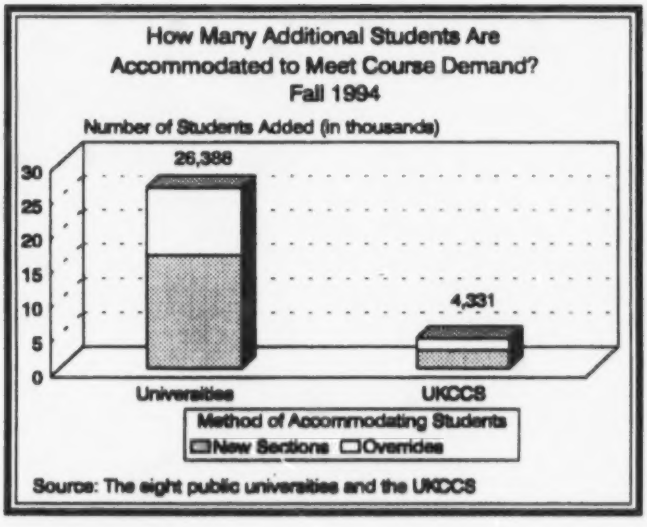
This performance indicator provides an analysis of student course demand. The type of goal established for student course demand is "evidence of" progress toward meeting institutional strategic planning objectives.

An institution may take two possible actions to meet student demand for courses. First, it may add course sections to accommodate additional students. Second, an institution may authorize students to enroll in courses that have already been filled through a process that "overrides" the original class size limits. For the purpose of this analysis, students were counted each time they enrolled in a newly established section or were granted a course override. Thus, the enrollments reported in the accompanying table can be regarded as "duplicated" headcounts.

Trends. Systemwide, over 30,700 students were given the opportunity to take a course either through supplemental course sections or overrides in fall 1994. Generally, more university and community college students attended courses through the creation of new sections than through course overrides.

Universities were able to serve an additional 26,388 students in fall 1994, compared to an additional 21,931 students in fall 1993. University students enrolled through added sections and overrides accounted for a 6.6 percent increase over the initial duplicated headcount in fall 1994. Universities accomplished this by creating more than 600 new sections and granting almost 3,000 fewer overrides than the previous year.

Community colleges were able to serve an additional 4,331 students in fall 1994, considerably less than the 8,511 students who were accommodated the previous year. The additional students accounted for a 3.2 percent rise in the initial duplicated headcount in fall 1994. However, compared to the previous year, community colleges served about 4,000 fewer students through these means. In fall 1994, the community colleges created 128 fewer sections and granted 1,600 fewer overrides than in the previous year.



Meeting Student Demand Through Added Class Sections. The total number of class and lab sections added to meet undergraduate student demand in fall 1994 rose 8.4 percent at the universities. Extra class sections (1,518) far surpassed the number of additional lab sections (83). Nearly 16,500 students were enrolled in both types of these added sections. Community colleges increased the number of sections by 2.6 percent in order to accommodate student de-

Additional Students Are Accommodated to Meet Course Demand?

UNIVERSITY STUDENT COURSE DEMAND
Fall 1994

	Initial Duplicated Headcount (n)	Original Number of Undergraduate Sections (n)	Sections Added as Result of Student Demand (n)	(% change)	Students Added as Result of New Sections (n)	(% change)	Students Added as Result of Overrides (n)	(% change)	Total Students Added (n)	(% change)
CLASS Section	369,877	17,451	1,518	8.7	15,282	4.1	9,456	2.6	24,738	6.7
LAB Section	31,352	1,617	83	5.1	1,205	3.8	445	1.4	1,650	5.3
TOTAL	**401,229**	**19,068**	**1,601**	**8.4**	**16,487**	**4.1**	**9,901**	**2.5**	**26,388**	**6.6**

COMMUNITY COLLEGE STUDENT COURSE DEMAND
Fall 1994

	Initial Duplicated Headcount (n)	Original Number of Undergraduate Sections (n)	Sections Added as Result of Student Demand (n)	(% change)	Students Added as Result of New Sections (n)	(% change)	Students Added as Result of Overrides (n)	(% change)	Total Students Added (n)	(% change)
CLASS Section	129,035	6,742	176	2.6	2,504	1.9	1,628	1.3	4,132	3.2
LAB Section	5,356	385	11	2.9	152	2.8	47	0.9	199	3.7
TOTAL	**134,391**	**7,127**	**187**	**2.6**	**2,656**	**2.0**	**1,675**	**1.2**	**4,331**	**3.2**

mand. The vast majority of those added were class sections (176), compared to lab sections (11). Nearly 2,700 students at the community colleges were enrolled in these added sections.

Meeting Student Demand Through Overrides. University students who enrolled in classes as a result of overrides accounted for a 2.5 percent increase in the initial fall 1994 duplicated headcount for classes and labs. Overrides in community college courses resulted in a 1.2 percent increase in the initial duplicated headcount. At both the universities and the community colleges, overrides were granted more frequently in classes than in labs.

SOURCE: Institutions

How Many Credits & Semesters Does It Take to Earn a Degree?

STATUS OF PROGRAMS AS OF JANUARY 1995

Degree Level and Credits to Degree	Number of Semesters to Complete Degree											No. of Programs
	2	3	4	5	6	7	8	9	10	11	12	
Associate												
60 - 63			25	0	0							25
64 - 66			82	2	0							84
67 - 69			32	10	0							42
70 or more			23	27	3							53
Bachelor's												
Less than 127			2		0		89	1	0		0	92
128 - 130			0		1		339	4	0		0	344
131 - 135			1		1		42	15	0		3	62
136 - 152			0		0		20	10	8		3	41
176 or more			0		0		0	0	2		0	2
Master's												
21 - 29	0	1	0	0	0							1
30 - 32	35	133	17	0	0							185
33 - 36	5	50	15	4	0							74
37 - 45	0	2	9	2	0							13
46 or more	0	0	4	4	1							9

* Data for Specialist's, Doctoral, and First-Professional programs are available on request.

This indicator reports the length of time and number of academic credits required to complete an academic degree, by institution and by degree. Goals established for this indicator require "evidence of" institutional progress toward meeting strategic plan objectives. Additional information on this indicator is included in institutional reports.

1995 Highlights. Although fewer programs were reported in 1995 than in 1994, there was virtually no change in the semester and credits to degree data.

Program Eliminations. As noted in the report on accreditation, program reductions which occurred as a result of actions taken by the Governor's Higher Education Review Commission (HERC) are reflected for the first time in the 1995 reports. Approximately 130 programs were eliminated or consolidated as of January 1, 1995, in response to HERC's recommendation.

Trends. A comparison of 1994 and 1995 data is reported by associate, baccaulaureate, and master's levels. Data for specialist's, doctoral, and first-professional programs are not included due to the great variability in requirements for their completion; however, information on these programs is available upon request.

Associate Degree Programs. As in 1994, the majority of associate degree programs offered by universities and community colleges in 1995 require 66 or fewer credits and four semesters of full-time work to complete.

Baccalaureate Degree Programs. The vast majority of all bachelor's degree programs require 128 to 130 credits and eight semesters to complete on a full-time schedule. This is true for both 1994 and 1995.

Master's Degree Programs. For 1994 and 1995 most master's degree programs require 32 or fewer credits and generally up to three semesters to complete.

Reporting Process. The minimum number of credit hours and semesters required to complete associate, bachelor's, and master's degree programs were reported by the institutions. Actual students have not been tracked for this report. The data are based on the minimum number of semesters and credits it would take a typical full-time student to complete a degree. The time expected to finish a degree is based on the assumption that courses are taken in consecutive order on a full-time basis and that all courses are available on a regular schedule. Programs reported here have been approved by the Council on Higher Education and were listed in the Council's official Degree Program Inventory as of January 1, 1995.

♦ **Credits and Semesters to Degree** ♦ SOURCE: Institutions; CHE Program Inventory

1997 HIGHER EDUCATION ACCOUNTABILITY GOALS

The Kentucky accountability legislation requires the higher education community to develop performance goals through a collaborative effort involving the public colleges and universities and the Council on Higher Education. During the early planning phase of the accountability project, the Council approved the Kentucky Accountability Committee (KAC) recommendation to set performance goals after baseline data on the performance indicators had been collected. This approach allowed for the formulation of reasonable and appropriate goals for each institution. In dealing with the diverse performance indicators mandated by this legislation, KAC proposed three types of goals: uniform targets, institutional targets, evidence of effective strategic planning.

Uniform Targets. These goals were established in cases where it was appropriate to establish a minimum standard of acceptable performance. One would not necessarily expect certain performance indicators to show continuous improvement over time. For instance, the systemwide, baseline pass rate on the nursing licensure exam was 95 percent. It is highly unlikely that this pass rate will continue to rise each year. The difference between passing and failing any exam sometimes hinges on the fatigue, health, or emotional state of the test taker. Given the impact of such random states upon a student's performance, it is unreasonable to assume that every test taker will necessarily pass a licensure exam on the first attempt. In such cases, the public's desire for accountability may be served best by a uniform goal that establishes a clear boundary for acceptable performance. Uniform targets were set for pass rates on licensure exams, selected items on the surveys of graduating students and alumni, and classroom utilization.

Institutional Targets. KAC proposed the use of institutional targets when every institution showed substantial room for progress on a given indicator. Since institutions differ in their missions, the specific numerical targets for a given indicator may vary from institution to institution. Generally, institutional targets were established when the *direction* of progress was the same across institutions, and institutional gains could be measured easily using a standard methodology. Institutional targets were established for graduation and persistence rates, pass rates of remediated students in entry-level courses, and research dollars per faculty member at the University of Kentucky and the University of Louisville only. In addition, each institution established its own goal for formally scheduled instructional contact hours.

Evidence of Effective Strategic Planning. On several performance indicators, such as enrollments and student credit hours, institutions may differ in their assessment of what constitutes progress. Based upon their planning objectives, some institutions may strive to actively reduce their current enrollments while others may expect growth based on the needs of the local region. To address goals of this nature, KAC guidelines required institutions to state their planning objectives, provide evidence of relevant activities, and discuss institutional progress toward meeting the objectives. Strategic planning related goals were established for education reform efforts, research and service activities, accreditation efforts, enrollments, degrees awarded, credit hours generated, faculty workload distribution, student course demand, and credits and semesters to degree.

In the 1997 accountability reports, each institution's status on a given indicator will be compared to its baseline performance. To ascertain whether an institution has been successful in meeting a goal, an institution's performance during the previous years will be reviewed. Performance indicators are often subject to random fluctuations; therefore, evaluating success based on multiple years of performance minimizes random influences in the data and, thus, affords a more stable picture of an institution's performance.

GRADUATE DEGREE ALUMNI SURVEYS

The graduate degree alumni survey establishes the same standard of 3.0 on a 4-point scale for four common survey items about the quality of:

- instruction in the program
- curriculum in providing job skills and knowledge
- preparation to conduct research or conduct analysis and assessment in one's professional work
- overall graduate experiences

LICENSURE

- The acceptable performance for both associate and baccalaureate nursing pass rates on the National Council Licensure Examination (NCLEX) is set at 90 percent.
- The same standard of a 90 percent pass rate is set for the National Teacher Exam.
- The pass rate for the Bar Exam is set at 95 percent of the pass rate for all Kentucky test-takers.
- The Dental Board pass rate is set at 90 percent.
- All medical students must pass the United States Medical Licensing Examination (USMLE) in order to graduate, so the standard is a 100 percent pass rate.

CLASSROOM UTILIZATION

Goals for this indicator are based on the median of suggested norms used by Texas, North Carolina, and Virginia. These norms are provided below. Institutional goals for 1997 are to make up one-half of the difference between the baseline data and the suggested norms.

Goals

Weekly Room Use
- Classrooms - 38.0 hours
- Class Labs - 23.0 hours

Weekly Station Occupancy
- Classrooms - 66.7%
- Class Labs - 80.0%

Goals: Institutional Targets

REMEDIAL FOLLOW-UP

This goal is limited to those students who have passed English or math remedial courses and who have gone on to enroll in a regular entry-level course in the same subject. The intent is to highlight the ultimate purpose of remedial coursework in college, i.e., to prepare students for the demands of college-level studies. Thus, the goal for remediated students' pass rates in entry-level courses is to be at least as high as the pass rates for all students in these courses, where passing is a grade of "C" or better. This approach allows mission differences to be taken into account and appropriately establishes expectations that are relevant for each institution.

PERSISTENCE

Extensive discussion went into defining the standard methodology for calculating graduation and overall persistence rates. At the universities, the goal-setting discussion was limited to rates for full-time, degree seeking baccalaureate students and those full-time students who were "undecided" about which degree level to pursue when they entered. Each institution was asked to set reasonable goals for its graduation and persistence rates within six-year tracking periods. Baseline rates were established this year to allow for six years of data for the baseline group. These students were in the first freshman class to enter under the Council's original Pre-College Curriculum admissions requirement. Community College System goals were based on a three-year tracking period for full-time associate degree and "undecided" students. Future goal setting will have available results from additional classes by which to judge trends in graduation and persistence rates.

INSTRUCTIONAL CONTACT HOURS

With baseline figures established, each institution was asked to set a standard for the average minimum number of formally scheduled instructional contact hours per week for junior and senior faculty. These data were simplified for the goal setting process to include full professors and associate professors in the senior faculty category and all other full-time faculty ranks in the junior faculty category, including assistant professors, instructors and, in some cases, lecturers. The achievement of this goal will be measured by a three-year rolling average to allow each institution to react and respond to its instructional demands each year.

RESEARCH DOLLARS

The respective research missions of the University of Kentucky (UK) and the University of Louisville (UofL) were determined by KAC to be the most appropriate focus for goals related to research funding. (Goals related to research and service activities for all institutions are described in the next section.) The amount of research dollars awarded per faculty member at these two research institutions helps to place the goals in context and inform the reader of the expectations for faculty to help raise these funds. These are four-year goals to be met by 1997. Institution-specific dollar goals per faculty member have been set rather than a single state-level goal which would have little relevance to either institution:

UK - $71,500
UofL - $17,972

Goals: Evidence of Effective Strategic Planning

The final type of goal involves evidence of effective strategic planning. On several performance indicators, such as enrollments and student credit hours, there may be institutional differences in what constitutes progress. Based upon its planning objectives, an institution may strive to actively reduce its current enrollments to what it considers an optimal level while other institutions may expect growth based on the needs of the local region. To address goals of this nature, Kentucky Accountability Committee guidelines required institutions to state their planning objectives related to the indicators in this category, provide evidence of relevant activities, and discuss institutional progress toward meeting the objectives. Strategic planning-related goals were established for:

- Education Reform
- Research and Public Service Programs/Activities
- Accreditation
- Enrollments
- Degrees Awarded
- Student Credit Hours
- Faculty Workload
- Student Course Demand
- Credits and Semesters to Degree

Appendix: Accountability Legislation

ACCOUNTABILITY LEGISLATION (KRS 164.095) SB109 -- 1992 GENERAL ASSEMBLY

(1) As used in this section, unless the context requires otherwise:
   (a) "Disability" means hard of hearing, including deafness; speech or language impairment; visual impairment, including blindness; orthopedic impairment; other health impairment that substantially limits a major life activity; or specific learning problem.
   (b) "Institution" means public universities, their subdivisions, and the University of Kentucky community college system.

(2) It is the intent of the General Assembly that an accountability process be implemented which provides for a systematic ongoing evaluation of quality and effectiveness in Kentucky public institutions of higher education and to provide a method for evaluating each institution's progress toward meeting specific standards. It is further the intent of the General Assembly that the accountability process monitor performance at the institutions in each of the major areas of instruction, research, and public service, while recognizing the individual missions of each of the institutions. The accountability process shall provide for the adoption of systemwide and individual performance goals with standards identified through a collaborative effort involving the higher education institutions and the Council on Higher Education. The accountability process shall be implemented in phases as follows:
   (a) By October 1, 1992, the Council on Higher Education shall submit to the Governor and the Legislative Research Commission a plan for implementing the higher education accountability process. The plan shall provide a timetable which identifies the specific performance standards and related goals to be implemented each year, with full implementation by December 31, 1994. The plan shall include, but not be limited to, data gathered and reported in a manner prescribed by the Council on Higher Education on the following performance standards:
      1. Total student credit hours produced, by institution and by discipline;
      2. Total number of degrees awarded, by institution and by discipline;
      3. Total number of contact hours of instruction produced by faculty, rank of faculty, institution, and course level;
      4. A measure of faculty workload to include the hours spent in the following activities: instruction, course preparation, noninstructional student contact, research, and public service;
      5. Pass rates on professional licensure examination, by institution;
      6. Institutional quality as assessed by follow-up surveys of alumni, parents, clients, and employers;
      7. Length of time and number of academic credits required to complete an academic degree, by institution and by degree,
      8. Enrollment, persistence, retention, and graduation rates by discipline and by race, gender, and disability. The disability category shall include all students who are clients of vocational rehabilitation and students who make their disability known to the institution;
      9. Student course demand analysis;
      10. Classroom utilization;
      11. Research and public service activities, including activities supporting elementary and secondary education reform;
      12. The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
      13. The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses; and
      14. The number of full-time students who have transferred from a two-year, post-secondary institution and the number of these students who have successfully completed a four-year program.
   (b) Beginning December 1, 1993, the Council on Higher Education shall submit to the Governor and the Legislative Research Commission an annual accountability report providing information on the implementation of performance standards and the achievement of the performance goals during the year and initiatives to be undertaken during the next year.

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1995 Accountability Report

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